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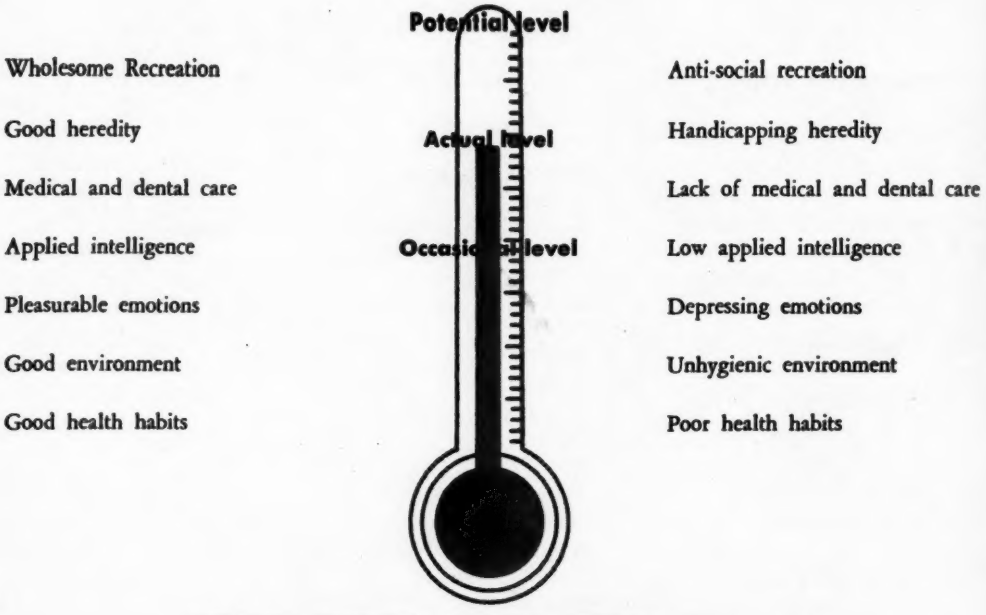
In the Editor's Corner

Our guest contributor is Dr. Jay B. Nash, emeritus New York University, pioneer, author, international leader, and at present executive secretary of the New York Association for Health, Physical Education and Recreation.

What Is Fitness?

Every activity of the school and community—Physical Education is one, along with English, science, social studies and so forth, is concerned with all phases of education and life outcomes, but each must have a focus and each must have fringe area objectives. The focus in Physical Education is FITNESS—body ability to sustain adaptive effort. Fitness includes, among other qualities, endurance, agility, strength, and skill, as well as the will to do. Physical Education cannot be all things to all men, but it must be some things to all men. Physical Education must have as fringe objectives—sportsmanship, character, social adjustment, proficiency in English, good manners, and other personality adjustments for a vocation and an avocation, but the focus should remain fitness.

ELEMENTS AFFECTING YOUR FITNESS THERMOMETER



(HEALTH—PHYSICAL FITNESS—FITNESS are synonyms)

The human body functions as an entity. All phases—organic power, skills, ability to think, and the emotions are related, as are many elements in heredity and the environment. Heredity and environment may, or may not, affect the fitness outcome, the recreational outcome, or the character outcome. If Physical Education has as its aim TOTAL FITNESS, it must equally stress all "mental, moral, intellectual, and spiritual" life elements. If this is the case, what is left as objectives for the rest of the school, the home, the church and the community? Each teaching area must have a focus and the focus of Physical Education is Fitness.

—JAY B. NASH

The What, Why and How of Youth Fitness

G. Ott Romney

What Is Fitness?

THE FITNESS OF every American youth is vital to the future of our country and to his own well-being. Youth today is America tomorrow. Youth fitness is assuredly national fitness.

Fitness—what does it mean? Can it be defined to give signal significance to "youth fitness" and make specific sense of "total fitness"?

By "fitness" is meant readiness, preparedness, to live and function purposefully, effectively and happily in today's society—here and now. Fitness is not an absolute. It is variable from individual to individual, from vocation to vocation, from sport to sport, from climate to climate, from circumstance to circumstance, from era to era.

Dr. Norman Vincent Peale is making an eloquent statement in behalf of total fitness when, in one of his sermonettes, he says,

". . . The coach was complaining about the material available to his crews now as compared to 30 years ago. 'They just haven't got the legs,' he said. 'Years ago, boys had to walk to school, and ran errands, and did some hard muscle-forming work. Now their mothers drive them back and forth, or they go on a school bus, and they are shielded from work as much as possible. As a result, they don't have as much muscle tone, for muscle tone is developed only by constant use of the muscle.' "

"But muscle tone is only one kind of tone. We need mental tone as well. . . . And last but not least, there is spiritual tone. You must have spiritual tone to achieve the best in mental and physical tone."

Dr. Peale indicates that these all add up to "personality tone."

The individual man is an indivisible whole, a totality, and a complex rather than a compound. His fitness to live and perform in his society is fitness as a whole human being made up of physical, mental, emotional, spiritual, social components in intricate interplay. It is "total fitness." Perhaps "total" is redundant. FITNESS says it all.

Why Youth Fitness?

Youth is a period of growth and development, of discovery of interests, of acquisition of attitudes and of formation of habits. Youth is the key time for laying foundations for fitness, for making the equipment of fitness one's own. Youth is action oriented. Youth hungers for movement, for exercise, as for food. Each contributes importantly to growth and fitness. Each is a requisite to physical development.

Fitness of youth—tomorrow's America—a major concern of society in every era. takes on a very serious aspect as our scientific and technological advances of today, while bringing an ease to living, deprive us of needed physical activity. Press button gadgets invite habits of inactivity and make for sedentary living. Riding replaces walking, sitting substitutes for youngsters' chores and romping games.

Youth of both sexes, in rural as well as urban life—all youth—are subject to the subtle encoachment of soft living, unwitting victims of the wonders and blessings of an age of technological wizardry and the magic of automation.

Carter Burgess, first Chairman of the President's Citizens Advisory Committee on Youth Fitness, climaxed his list of challenges for . . .

"Today's community as a larger part of a smaller world" by picturing our grappling with "bigger concepts than ever before" and at the same time surrendering to the "tendency of a rich and successful people to grow soft."

Why a Fitness Council?

Not only can fitness not be bought but the Federal Government is very sensitive to the jealous concern of the states, particularly their communities, to exercise and protect their prerogatives of control, planning, management, and method of support, of the services intimate to the lives of the people where they live, including such matters as education and recreation.

It is both the genius and history of our Government that, when any problem affects all the people, the Federal Government recognizes its responsibility to study the situation and determine its appropriate role. The President has deemed it the obligation of his office to alert the people, promote coordination of the services of the 30 or more existing units in the departments of Government which are concerned with youth welfare, to encourage full use of all resources available in communities and, to the degree necessary and feasible, to stimulate the provision of additional services and facilities. To this end he has brought into being the President's Council on Youth Fitness made up of heads of his Executive Departments, chaired by the Vice President* and vibrant with the prestige and voice-carrying power of the President of the United States.

The message is to all Americans. It is not directed to the "the other fellow." It is aimed at You—and You—and Me!

The Council was not born to implement the Defense Program. Its purpose is not to provide more and better prepared soldiers, sailors, airmen and marines. However, the fact cannot be *blinked* that emphasis on youth fitness is bound to improve the preparedness of youth for military service—and well it might! For today, we are truly a civilian-military society. Almost thirty million of our population have

*Toward the end of 1957 the Vice President relinquished the chairmanship to Secretary of Interior Fred A. Seaton.

served in our defense forces. It is the expectation of every male being born today, and a great many of the females, to invest two years of that very learnable, teachable, key post-high school and pre-college or pre-vocation period in military service. It is the unmistakable responsibility of society to ready our youth to take full advantage of the opportunities for training and learning on the job and full advantage of the off-duty time. The armed forces will give the inductees training appropriate to their jobs whether it be building bridges, flying bombers, operating tanks or pushing papers. Society should see that they are generally fit—physically, mentally, emotionally, spiritually, and socially—and armed with sufficient recreation interests and skills to assure that the off-the-job period of military duty will enrich their citizenship quality and at the same time enable them to serve on foreign soil as "ambassadors of good will."

Total fitness for living effectively and happily in today's society encompasses fitness to accept appropriate military duty.

Neither was the Council conceived as another antidote for juvenile delinquency. There is no question but that the higher the quality and more inclusive the application of fitness of youth, the lower will be delinquency rates. When hours are filled with constructive activity and healthful, zestful pursuits, little room is left for the destructive and debilitating. But the Council's approach to fitness is positive. Its concern is for all youth of both sexes.

The Council is in a very real sense a catalytic agent. It achieves its ends by idea-dropping, direction-pointing, information disseminating, encouraging, urging and coaxing. It aims to stimulate the initiative of the homes and the communities with their multiplicity of resources, agencies and organizations concerned, directly and indirectly, with youth welfare—total fitness. Among these organizations are the schools, the churches, the public recreation systems, professional societies and the host of voluntary or private agencies, the innumerable civic, fraternal and patriotic clubs, industry, commercial enterprises and all media of mass communication. The roles of the physician, the nutritionist and the dietitian are apparent. In fact, every substantial citizen of good will has something to contribute.

Motivation to be Fit

The attention of modern youth—flaming, simmering, fired-up or matchless—can be captured by resort to the ingenuity and mass coverage of public information instruments. But it can be arrested, actually held until conviction sets in, only if youth is strongly motivated.

The motivations most inviting to the appeal for attention to youth fitness include fear (fear of failure, of ill health, of incompetence); economic success (business, pretty generally nowadays, demands a high degree of fitness for eligibility); ego-satisfaction; conformity or acceptance by the group (this is an age of the conformist or belonger-to-his peer group and subscriber to what is popular and usual, as distinguished from the vanishing "rugged individualist"); common sense (healthfulness, vitality and recreation interests for their own rewards).

The last may be the least effective. Conformity may be the strongest. Certainly, if the "youth fitness" creed catches on—if it is accepted at all widely as the "thing to do," as the program of one's peers—it will sweep the country in a hurry.

Interpretation is the number one job. The why and what and how of youth fitness must be made known unmistakably to all youth, all parents, all citizens. The public must be informed—and aroused.

The Tools of Fitness

While the problem for consideration is "total fitness" of American youth and not simply physical fitness, the Council emphasizes physical activities as the springboard to total fitness. It should be noted that participation in physical activities may pay appreciable, and even high, dividends in other types of fitness than physical, notably emotional and social.

Attention is also drawn forcibly to the breadth and inclusion of the term "physical activities." These encompass the gamut of activities from formal physical exercises properly performed to sports of all kinds played well. Without in any way minimizing the important place of gymnastics and formal exercises in the American physical education program and although acknowledging their particular worth and essentiality to certain types of physical development and maintenance such as early season conditioning of varsity athletic teams and aid in weight reduction and figure maintenance, it must be recognized that America is a sports-loving, sports-minded Nation. In fact, the Nation's culture in every definable sense includes a large segment of sports interest, participating and devotion.

Just as the Council is concerned with every youth, boy and girl, so does it include in the top priority bracket among the available tools in its fitness concept every wholesome sport. The Council recognizes no major favorites; nor is it cognizant of any minor sports. It salutes sports as the most inclusive and far-reaching area of recreation activities. It sees sports as a generous contributor to health, social and citizenship development.

The Council's lively interest in furthering sports participation runs the entire alphabet from angling to yachting. It includes everything from bowling and basketball to rope skipping and rowing; from calis-

thenics and canoeing to track and touch football and tobogganing; from gymnastics and jujitsu to lacrosse and weightlifting. The list encompasses cycling, swimming, skiing—on the snow and on the water—and scaling mountains; hiking, hunting, hockey, and handball; fishing and fencing; roller skating and wrestling —and on and on through an almost endless list of bodybuilding, health-safeguarding and spirit-nourishing physical activities.

The Council sees competition as an inevitable and generally desirable concomitant of most *sports,* reflective of the highly competitive society in which we live and growing out of the wholesome urge of individuals, who begin to acquire individual skills or become part of coordinated teams, to measure abilities and quality against what others can do or against par or what they did yesterday or even against natural obstacles and adversaries. The Council finds merit in happily conceived and properly conducted body-contact sports suited to the physiological and sociological ages of the participants. Particularly, the Council stresses sports which have a carry-over value and can become a rich part of a recreation and fitness program of the individual throughout his life.

It is realized that professional athletics, conducted on a high plane, have a legitimate place in the American sports scene and can make a great contribution to youth fitness when the performers exemplify the best in execution of skills (individual and team), observance of rules and fine sportsmanship in the stress of hungry competition. The number of spectators throughout the Nation, young as well as old, will continue to increase as more and more youth participate in activities and carry their fundamental skills and interest into adulthood. They thus become appreciators, sports lovers, who find clinical values as well as sheer entertainment and excitement in the professional sports laboratories. But unless American youth in general is participating in sports, the professional athletes are but paid performers, workers at a game. In an even more realistic sense, intercollegiate and interscholastic sports teams should be honest outgrowths of all-inclusive intra-mural programs which are part of an enlightened physical education program commencing in the elementary grades.

Identifiable functional areas with programs and services particularly pertinent to youth fitness are physical education, health education, recreation and safety. Before becoming involved in the full meaning and potential of these services, it is well again to stress the basic idea expressed succinctly and poignantly by Joseph Prendergast, Executive Director of the National Recreation Association at the Annapolis Conference, "The home is doubtless the chief recreation center for most children and youth and should be kept so." The fundamental responsibility of the home and parental leadership for inspiring, guiding and promoting youth fitness, providing worthy example and intelligently-conceived patterns of shared activities cannot be overstated. But it would not be realistic to expect in these complex, constantly-changing times of stress and strain, uprootings and modified relationships, to find the problem of the ill effects of sedentary and soft living averted by changing the responsibility in large measure to the parents and appealing emotionally in terms of the sanctity of the home. Every effort must be made to emblazon the duty of each household while concurrently multiplying and strengthening the youth services representing the pooled strength and trained leadership of the community and youth activity opportunities born of ingenuity, resourcefulness and improvisation.

Thorough *health education, physical education* and *recreation* are three well-recognized and clearly identified areas of professional service, each with its basic philosophy, objectives, techniques, literature, standards, professional organizations and operating agencies and programs. Any attempt to define and bound these fields too finely would serve no useful purpose in this discussion and might result in academic gymnastics more confusing than clarifying. The most important considerations are their extremely high importance as tools for youth fitness and the fact that, although conscious of their distinguishing characteristics, they are blood brothers in serving the welfare of young America.

In general, we may say that *health education* is fundamental to youth fitness in that it increases an understanding of the basic facts concerning health and disease, encourages the concept of daily healthful living, emphasizes the importance of periodic health examinations, and makes the goal of health the maximum enjoyment of life, not merely an absence of disease.

Physical education, subscribing to the principles of all education, contributes effectively to youth fitness in that it concerns total development of all individuals based on the needs of youth and of society, with selective activities of a wide variety, including team and individual sports, arranged in proper progression for learning and developing skills, stimulating interest, and providing a basis for continued participation in future years. It is not mere education of the muscles. It is education of the total human being by means of physical activities.

Recreation is a major factor in social well-being and takes its place with education, health, and occupational pursuit as an essential process in developing individual personalities and creating abundant community living. It includes all activities and interest chosen by the individual in his own time for the gratification of the doing. Recreation is the satisfac-

tion of such common, fundamental appetities as the hungers for creativity or self-expression, for recognition, for belonging to the group and being wanted, for adventure and for competition.

In these fields and many others, the Council should be able to strengthen the ability of the practitioner in the schools, public recreation systems, industrial recreation programs, voluntary agencies and others wherever they may be serving to bring theory and practice much more closely together. The programs must reach many more participants by arousing the citizens (taxpayers, parents and administrators of the services) to the need for, and economy in, sound inclusive programs with adequate leadership and facilities. Notable defects which too frequently cry out for correction are the lack of health examinations and health instruction, lack of elementary school physical education programs and inadequacy of secondary school and college level opportunities and services, extravagant investment in the development of high-powered, star-studded athletic teams at the expense of attention and opportunities for the many, and shortage of recreation leadership and facilities.

The contribution to the fitness program by properly-conducted, profitmotivated recreation establishments, and by the innumerable leagues in a variety of sports for youngsters in several different age groups should not be underestimated.

In considering the several outstanding functional areas and their tools related to youth fitness, attention should be focused on nutrition and safety, lest in emphasizing health, physical education, and recreation, these important concerns remain hidden in the shadows.

As stated by Dr. Tom Douglas Spies, Dean of the Nation's nutritionists, reported in NEWSWEEK, June 17, 1957, ("The Doctors Talk", American Medical Association Conference) "All diseases are caused by chemicals, and all diseases can be cured by chemicals. All the chemicals used by the body—except for the oxygen which we breathe and the water which we drink—are taken in through food. If we only knew enough, all diseases could be prevented and could be cured through proper nutrition."

Listed among the objectives of a good physical education program (Fitness for Secondary School Youth) are: physical fitness; sportsmanship; psychological fitness; recreation capacity; safety capacity. The last is explained as follows: Skills that lead to safe living such as ability to change direction, dodge moving objects, lift properly, and use equipment safely; ability to save one's self and others in the water; habit of considering the possible hazardous effects of activities upon one's self and others. Safety, however, is customarily singled out as a significant fitness area in its own right.

It is interesting to note that most secondary schools and many colleges include courses in safe driving, as well as instruction in first aid and water safety, and emphasis on safety practices in the home, on the streets and in the marts.

Two distinctive categories of powerful and distinguished leaders who have unusual influence in shaping American life and great responsibility relative to the fitness of the people include those in the field of medicine with its many specialties and therapies, and those engaged in building large residential and business projects. The importance of the fitness role of the doctors of medicine and psychiatry is obvious. The connection between building and fitness may not be so apparent.

Some Key Groups in the Fitness Program

Since fitness is an individual matter—fitness of somebody for a certain kind of living in a particular enviroment—the doctors of medicine generally confine themselves to pronouncement of general health promoting and health preserving rules and practices, and specific evaluation and guidance in individual cases. They recognize the need for physical exercise in dosage appropriate to the person. The current procedure of shortening the post-surgery and post-child-delivery periods of confinement to bed, and the earlier and more abundant resort to exercise for convalescing patients seem to underscore the dictionary definition of "exercise" as " bodily exertion for keeping the organs and functions healthy"!

The *physicians* give credence to the inseparable oneness of the individual by the very method of diagnosis which may involve extended interviews, the patient's explanation of symptoms, reactions, exposure to stress and strain, and his domestic and business affairs. Sometimes the psychiatrist is called in to add his professional consultation—his educated guesses to the diagnosis. All these measures are a part of the piece just as are X-rays, needles, thermometers and stethoscopes, simply because the total man —the individual as a whole person—cannot be unravelled so that his physical shows clearly, uncolored by his mental, his emotional and his anything else.

The cry that needs to become shrill enough to be heard clearly through the din raised by the complex variety of clamorers for attention in city planning is for social engineering—not as a last consideration nor as an early minor concern, but high on the priority list. In this age of mechanization, specialization, standardization, suburbanization, and materialism, it is to the city planners that the people must look for conservation of the values that make homes out of houses, neighborhoods out of real estate developments, and communities out of marts, plants, and dwellings of great variety.

It is recognized and repeated to triteness that in the

present fantastic age social progress has lagged far behind the materialistic advance born of the magic of science and machines. Sometimes it seems that we forget that cities are places in which people live their lives and not merely station stops in which some exist precariously while others speed through on superhighways.

Amid the perfection of streets and sewers, of systems to furnish water, fuel, and power, of zoning regulations and protective services, it is important to have some streets and sidewalks where the clatter of roller skates supersedes the honking of horns and the music of children's laughter replaces the squeal of tires. It is important that there be parks with playgrounds in profusion, inviolate to our mania for speed, where the fragrance of flowers and the freshly-mowed grass of sports areas does not compete with gas fumes, and fitness may be counted in her many moods.

All of which is meant to suggest that municipal planners have a tremendously high stake in preserving human value, in conserving breathing spaces, exercise areas, beauty spots, and living room. All else is preliminary, basic, preparatory to the opportunity for human beings to live abundantly. Abundant living and productive capacity demand fitness; and fitness is not a commodity purchasable by dollars, nor is it imported or transferable. It is a quality of being that accrues from living in homes in communities, and enjoying and profiting by the countless available resources.

In this period of the majesty of the *builder*, the big-scale development magician of urban renewal with all its implications and potential, the imagination and skills of planning and execution that mark all else in the imposing process should be exercised with the same wizardry, the same devotion to detail, and the same striving for functional perfection, in behalf of recreation, which is simply the opportunity for indulging in the beneficial activities of one's choice, as has come to be considered rightful expectation in our modern democratic society.

Therefore, let not the builder or planner be guilty of assuming that provision of occasional recreational space called a neighborhood playground, though ample to accommodate highly organized sports as well as other types of activities, fulfills the obligation to society. It does not satisfy the family need for readily-available playing area outside the home door in the same sense as needs for relaxation appropriate to the sitting, sleeping, and eating are met indoors; nor in the same sense that facilities for movement on the premises and motor transportation to and from are cared for. And all are recognized human needs. In your planning, therefore, we plead that first things in life receive primal consideration.

While the problem of youth fitness is of such dimensions that it becomes in the basic planning for all individuals an important concern, including psychologists, sociologists, political scientists and, in fact, all scientists and educators concerned with human beings and all leaders active in public affairs, a detailed delineation of the nexus in each instance is not called for.

The Potential Problem

Poignant truth is that the potential of the problem —the need for concentrated attention to youth fitness —grows steadily as the pages are torn from the calendar. The reality of the threat remains stark. For society is accentuating the factors which pose the problem.

According to leaders in the fields of science, industry (labor as well as management), economics, education and philosophy, the current era is not simply an acceleration of the technological advances expressed in the magic of machines, but is the beginning of a new age succeeding the industrial revolution—the age of the super mechanical magician, the machine that controls machines, the era of automation. We are manufacturing more rapidly than ever ease of living and leisure. Thus, we are placing on the home, the school and the church, particularly, and all the other institutions and agencies in our democratic society, an even more sharply defined responsibility for educating the tastes of youth, helping them discover talents, develop interests, acquire and sharpen skills that they may be prepared for the worthy, constructive use of leisure (prepared in arts of leisure, if you please). It is highly important that the nature of the acceptance and use of these added free hours be translated into a community and national asset rather than liability. History will not let us forget the danger and dread cost of misused leisure, of recreational illiteracy.

Implications regarding fuller and more ingenious use of existing facilities, provision of additional facilities according to need and assured ability to utilize them fully and wisely and, particularly, supplying additional leadership (professional and voluntary for interpretation, promotion, organization, administration and face-to-face or group supervision) are clear and emphatic.

The gradual heaping up of the blessings of benefactions, the badges of advancing civilization, has tended to shove man—originally a very active outdoor animal—farther and father indoors and more deeply into the cushions of his couch. Push-button, gadget-surfeited, air-conditioned living (literal and figurative) naturally promotes sedentarianism and indoorism. It were madness to decry the fruits of man's resourcefulness and ingenuity. Instead, we must find the way to maintain balanced and abundant living.

Concomitant with the disappearance of recreation areas which invite activity, expose people to alluring varieties of recreation and make the blood course a bit faster is the continuing trend toward urbanization with growing emphasis on suburbanization.

As the need for recreation outlets (indoor and outdoor) increases, the onrush of what we call, ironically, "improvements" crowds out the opportunity to provide them by deliberate planning and frequently by improvisation.

A factor of profound current impact in shaping our culture is conformity to group patterns, concern with doing "what's being done," seeking acceptance and approval of one's peers—the subvergence of the individual to the group as yesterday's "rugged individualism" continues its retreat toward the vanishing point.

In this era colored by mechanization, specialization, urbanization, standardization and materialism among its dominant characteristics, the pull is ever-present toward "mechanized" thinking, materialistic philosophy, and standardized and specialized lives, which indicate fractionalized living experience.

Surely the need for versatility of interest, for appropriate mental, physical and spiritual exercise—for total fitness—as counterbalance asserts itself beyond quibble.

Where From Here?

The high desirability if not urgent necessity for sounding a national alert seems irrefutable.

That there are difficulties in arousing the Nation, when the plight is by no means desperate, is recognized. Doubtless there are obstacles in the way of readily interpreting the situation to all the people. But the obstacles do not loom alarmingly large nor the difficulties serious enough to discount enthusiasm and confidence in facing the challenge.

The admitted problem of convincing "men-of-affairs" that a Council, with the voice of the President, can achieve results through a small executive unit without money to dole, or blueprinted activities, or regional offices, submits to ready solution.

Such questions become decidedly answerable, and no more than interesting challenges, in view of the establishment of an enlightened functional President's Citizens Advisory Committee.

The first problem, that of interpretation, is difficult only because youth fitness is classified along with most services to human beings as an "intangible." It submits to none of the usual yardsticks so prized by our practical society. It can't be measured in dollars, horsepower, firepower, miles per hour or revolutions per minute.

Research in the field of social science has lagged behind this essential basis for clear-sighted prograss in other scientific areas. Research relative to youth fitness must be stimulated.

But there should be no waiting for the clues and verdicts of research. Evidence, empirical and pragmatic, is all about us. Observation, analysis and common sense enable us to size up the situation and its portents.

Nor should the sounding of the alert be slowed by the raised eyebrows of those who demand statistics and "facts" to "prove" the need and define the exact situation. Statistics regarding the degree of total fitness of the complex called man cannot be had. We can measure an IQ, the strength of a grip, or the pulse, but these give little or no clue to the condition of the individual for his job in his environment and they can't be added up to make a whole. Available statistics on one or another facet of the problem usually can be arrayed to accommodate the collector, pro or con.

It is total fitness with which we are concerned—not just physical fitness. The Council does not hope for a race of piano movers and muscle molls, nor flagpole sitters and Amazons. It is doubtful that convincing statistics exist relative to physical fitness—whatever that is.

Ready answers are on hand, direct, genuine and almost invariably well understood and happily accepted, to satisfy those who, immediately on learning of the Federal government in some aspect of community living, extend cupped palms in expectation of monetary handout; and to those few who are pleased enough to have a routine lowered on them if it is clearly defined and regimented.

The skeptics who look askance at idea-dropping, direction-pointing and stimulating as effective aids to community action, particularly in preventing human erosion, need but refer to the record of achievement of the Council to date, even though it has crusaded without the mighty support and cooperation of the PCAC which, by the very nature of its composition and purposes, assures effective interpretation and action. The sum total of the Committee's experience, prestige, counsel and influence assures that the Council will get through to the people across the land and achieve the ends for which the President conceived it.

While no terrifying, raging flames are presently licking at the timbers of our society, the Nation, if it responds to what is not a false alarm but a healthy alert, may avert a six-alarm fire.

Physical Education and the Liberal Arts

Francis Stroup

ONE OF THE more interesting developments in higher education during the past decade has been the struggle by interested people to maintain the *liberal* function of a college education in the face of growing demands that an increased proportion of the undergraduate time allotment be devoted to professional and technical training. A technique frequently used to acquire or preserve status for the *liberal arts* subjects has been the development of *general education* programs.

As a result of the difficulty in defining "general education" and in identifying course offerings which contribute to its objectives, general education programs frequently have become recognizable only as those courses which an institution requires for graduation. Most colleges have included the activity program in physical education. And in most cases, physical education was admitted because of its previous status as a *required* subject rather than because of its acceptance into the liberal arts family.

During one meeting of a recent national convention, staff members from three universities related how attempts had been made to eliminate the physical education requirement in their schools. If their experiences are prophetic, we may shortly expect many college physical education programs to be caught in the three-pronged vise of (1) continued mounting pressure to increase the number of hours required in professional and technical areas, (2) reluctance to reduce the number of hours required in traditional liberal arts subjects, and (3) hesitancy to further expand the total number of hours required for graduation. In such an academic squeeze, physical education, as a relative newcomer, will find its survival among its liberal arts companions dependent on vigorous defense.

The defense of physical education activities as part of a liberal arts program should not be difficult. Our professional heritage reaching back to classical Athens provides a sound base from which the potential contributions of such activities to a liberal education may be examined. Examination from this perspective reveals that the activity program need not be defended only as a "traditional requirement" but can be justified—as befits any of the liberal arts disciplines—because of its contribution to *liberating* the individual student.

The liberating of an individual is not the exclusive prerogative of any curricular discipline. In fact, his liberation depends as much on method as on subject-matter. And the arguments presented here in defense of the liberal arts function of physical education assume that physical education activities will be as *liberally* taught as the traditional disciplines with which they may be compared.

In general, man has sought liberation through *knowledge, skills* and *understanding*. Let us briefly examine the potential contribution of physical education activities to each of these agents.

The *knowledge* imparted in a physical education activity course is grossly underestimated both by the lay public and by specialists in the traditional liberal arts disciplines. This knowledge relates physical education activities not only to such widely accepted disciplines as history, biology and physics but to the current cultural climate in which sports activities play a basic role.

But the most valuable contribution of physical education activities to the area of *liberating* knowledge is that of allowing students to approach the ancient Greek ideal expressed in the admonition: "Know thyself." Attempting to meet the unending challenges in physical performance stimulated by a well-taught activity course should help any student gain a better knowledge of his own abilities and limitations. This is truly the knowledge of which freedom is born.

The *skill* value of activity courses is more widely accepted. But even this contribution is frequently too narrowly conceived. A well-taught activity course can contribute to the *liberating* skills of imaginative thinking, hypothesizing, experimenting and logical reasoning—all of them skills traditionally believed to result from the liberal arts disciplines. Activities can also contribute to the skill of choosing wisely and to skills in human relationships. But a more direct and tangible liberating outcome is the contribution of activity courses to neuromuscular skills that provide temporary freedom from worries and tensions when used in recreational activities. Temporary freedom from such worries and tensions seem to be a growing necessity for physiological and psychological survival in our society.

Despite the contributions made by knowledge and skills, it is through *understanding* that man achieves the ultimate in liberation. And through his personal involvement in a variety of circumstances and through the opportunities which he has to observe and compare, the student of physical education activities acquires understandings.

Where, for instance, might a student get a more thorough understanding of Archimedes' principle than in a swimming pool with his own body as part of the experiment? Where will the problems related to center of gravity and equilibrium stimulate more personal involvement and ultimate understanding than in a tumbling class? The laws of motion, of ac-

celeration and of resistance are as operative in the physical education laboratory as in the physics laboratory. Observations in an activity class frequently make the understanding of these laws more complete and more permanent.

These examples of understanding have been of physical things; but understandings of the "arts" and of human behavior may also be achieved in activity classes.

College physical education in the United States is approaching its centennial year. During its history, its acceptance as a member of the college family of studies has waxed and waned. It has been attacked from many directions and has been as variously defended. But in the struggle which seems impending, a discipline which contributes so greatly to the knowledge, the skills and the understanding which bring freedom to the individual should not be difficult to defend.

The Teaching Job

S. C. Staley

Ninety-five percent of parents and seventy percent of undergraduate students endorse a required program in Physical Education on the college level. The University Senate and the Board of Trustees have approved a two-year requirement for all undergraduate students. The University appropriates a considerable sum of money annually to carry on the work. The College of Physical Education is charged with the responsibility of administering it, and employs teachers to do the job.

These facts make it clear that those who are assigned to teach classes in this area have a great responsibility—to do a first-class job. Many years of experience suggest that the following practices will contribute to doing this:

1. Plan each daily class meeting in advance. In some cases it might be advantageous to prepare a written lesson plan.
2. Exhibit enthusiasm for each course each day. Convey the impression that it is the most important offered by the University.
3. Use all assigned class time. Start and stop each class meeting at scheduled times.
4. Conduct each session so that it is interesting and worth-while. Each student should leave each class believing it was time well spent.
5. Reduce time spent on managerial activities (taking roll, assembling class, distributing equipment, etc.) to a minimum. This provides more time for instruction and practice.
6. Keep "talk" to a minimum. Concentrate on action. Physically and psychologically the gymnasium floor, the pool side, and the sport field are poor places for lectures.
7. Devote the bulk of time to practice and drill—not play. The purpose of University classes is education, not recreation, learning, not "funning."
8. Include some instruction in the values, uses and "whys" of the activity covered. In addition to educating the body we also have a responsibility for educating the mind.
9. Request and encourage out-of-class learning activities—practicing, performing, observing, reading, etc. Such activities can and do make a major contribution to the seudent's education in the subject.
10. Analyze and criticize your own teaching. At the close of each class session, ask yourself, where did I succeed and fail? How can I do better?

Faculty Are People

Bruce L. Bennett

MOST PROFESSIONAL PHYSICAL educators are so involved in their daily routine of teaching classes, coaching teams, advising students, writing an occasional article, and performing other pressing duties that they generally show little professional concern for faculty members outside our department. However, some faculty recreation programs do exist here and there throughout the country. In most cases these do not consist of much more than merely making facilities available at a specified time for the use of faculty men.

At several institutions, such as the University of Michigan, competition in a variety of sports is organized for faculty members, and there is also a special night for competition between faculty and students in over a dozen activities. In only a few colleges, are classes for faculty members conducted at certain times by the physical education staff. This is generally a rather neglected area in institutions of higher learning.

Values

The value of faculty physical education is usually recognized even though the program is rather uncommon. Every one agrees that it is excellent public relations for the department of physical education and that it will help us to be better known and accepted by our faculty colleagues. This perhaps will serve us in good stead sometime when the physical education requirements is questioned or some nasty problem concerning intercollegiate athletics pops up.

The Faculty

Let's forget about ourselves for a few minutes and look at our faculty colleagues in history, fine arts, chemistry, agronomy, metallurgy, and accounting as individuals of unusual ability and comprising a most important segment of our society. They are authorities in their area; some are known throughout this country; some are recognized by scholars throughout the world. From day to day, from year to year, they are making significant contributions for the betterment of our society through their scholarly studies, professional services, and the teaching of students. The productivity of these colleagues of ours is closely related to their general physical, mental, and emotional health.

Their health, in a broad sense, can be maintained and improved by participation in physical activity. How, therefore, can we ignore this group on our campus in the every day work of our department? Aren't we rejecting a fundamental obligation as professional people and as citizens if we fail to make this contribution to our democratic society and world community? We certainly have a primary responsibility to students; but faculty are people too!

Let us consider our faculty colleagues in another way. Business and professional men often enjoy the comforts of an athletic club with the host of activities and services which it provides. This is a luxury which is beyond most college teachers. But, if we can make available the facilities of the physical education department and if we ourselves can provide them with supervision, consultation, and instruction, then we can offer athletic club services and privileges to our fellow faculty members. Possibly, we can even improve on the athletic clubs! In this way, we can provide a type of "fringe benefit" for faculty members which will make college teaching a little more pleasant and a little more rewarding. We can help them to feel just a little happier and satisfied with teaching on your campus.

The Plan

For a number of years faculty members at Ohio State University have had facilities made available to them. Three handball courts were reserved for faculty use from four to six p. m.; a volleyball court was set up three days a week for one hour; and the tennis courts and pools could be used as desired.

Last year, plans were made to provide a noon-hour faculty recreation program meeting Monday, Wednesday, and Friday, from approximately twelve to one o'clock. The program went into operation during the winter quarter on a trial basis and was continued for the spring quarter at the request of the participants. It is possible now to report briefly on this experience.

Professor Bernard Mooney, Supervisor of the Basic Instruction Program, and the author served as supervisors for this faculty program and were present for each meeting. Mr. Mooney conducted conditioning exercises for about thirty minutes and then went to the pool for swimming. The author was responsible for badminton and volleyball. The faculty men participated in whatever activity they preferred, and they could change at any time. A common combination was to take conditioning exercises and then play badminton or volleyball. Classes were informal in nature and members came and went as required by other obligations. Some attended regularly, others only came once a week or less; some stayed for an hour or more. others left in half an hour.

Some Policies

Two policies followed by the supervisors had particular merit. First, Mr. Mooney made it a point to try to meet each man as he came to the gymnasium and to show him where to go. Many of these men had never been in the building before and were some-

what hesitant about the whole idea. This reluctance usually vanished when they were welcomed in a friendly, personal manner and made to feel at home. They were also introduced to the other faculty participants. A second policy was to see that everyone got into an activity right away and did not stand around. As soon as someone appeared, he was moved into a game. The supervisor would fill in if an extra man was needed for volleyball or badminton, but only until someone else came in.

Evaluation

The best evaluation of this faculty recreation program comes from the participants themselves. A journalism professor had been told by his doctor to lose twenty pounds. He loved to play badminton but had not had the opportunity for several years. With the combination of a diet and playing badminton regularly in the faculty program, he lost the desired weight and said that he had never felt so well.

A young instructor in agriculture remarked one day how the program had helped him. In the course of his work he often inspects plowed fields. Ordinarily this is hard walking and results in muscular stiffness and soreness. After regular participation in the program, he happily reported that he had spent a whole day walking on plowed fields and experienced no physical discomfort.

A group of six participants in the College of Agriculture expressed their joint sentiments in a letter which said in part:

> We are all really having a grand time . . . and a few of us have even lost a little weight.
>
> Really we are enjoying ourselves a great deal and realize that you might wonder sometimes during our hurried "noon hour" whether or not we really appreciate all the time and energy you fellows are putting in on the program to make it possible for us to participate. If we have not expressed our appreciation to you personally, it's because we have become so wrapped up in your limbering up exercises and your volleyball that we have been negligent.

Concluding Statement

One final point emerges from this experience. A faculty program of this type should have not only a recreational emphasis but should also provide opportunities for instruction and learning. Some of these men are very anxious to learn as well as play. One volleyball player had great difficulty in making a good serve. His reply to an offer of help was a grateful "yes." The supervisor took him on another court and gave him some individual instruction and practice. He was soon able to return to the game with newly acquired skill and confidence. Another faculty member over fifty years old learned to swim and was elated when he first swam the length of the pool. One faculty man wanted help with his swimming to keep pace with his eleven year old son. Several men expressed great satisfaction with their improvement in badminton skills. Some of the volleyball players noted with pleasure considerable improvement in passing and team play.

These men were extremely grateful for this individual attention. Others preferred to play so that instruction was done tactfully with individuals, and not as a group.

Our experience with the faculty in this program at Ohio State University opened up a whole new area for providing the rich satisfactions that make the teaching of physical education such a rewarding profession. Try it in your college and share these satisfactions with us!

Fire Safety Rules for Basketball Games

The Ohio State Fire Marshal is urging all school officials to exercise the utmost vigilance to prevent fire at all local basketball games and tournaments.

The Marshal suggests the following fire safety rules be followed:

(1) At no time should the people admitted exceed the seating capacity.

(2) Aisles should not be blocked by seats, chairs or spectators.

(3) Police and firemen should be present to maintain proper fire regulations and crowd control.

(4) Emergency exits should be kept clear, properly lighted, properly marked or designated and in good working order.

(5) All emergency exit doors should be equipped with panic hardware. No other type lock or bolt should be used on emergency doors at any time, and sufficient number of emergency exits should be provided. Chains on doors are specifically prohibited.

(6) Smoking should be prohibited.

(7) All first aid equipment, such as fire extinguishers, standpipes and hose should be checked before each game by the school official in charge.

(8) Parking of vehicles at emergency exits should be prohibited.

(9) Waste containers of metal should be provided and placed where they will not interfere with people leaving the building in case of an emergency.

(10) No flammable liquids or waxes should be used on basketball courts. This is particularly important in the application of floor finishes.

(11) Installation of heating plants on auditorium floors is prohibited. They should be in separate rooms and in accordance with state and local regulations.

(12) Periodical fire inspection should be made.

'Through A Glass Darkly'

Celeste Ulrich

NO ONE AGE is without its problems. Each age has its Utopia, its Erehwon; each has its Hadeas, its Waterloo. History is only interpreted by the people of any specific age as they see it and are it, and within each era there is much reason for stress and much reason for ecstacy—and no time is too different from another.

One of the more recent concepts in physiology sheds light on a physical educator's interpretation of our age—the Space Age. This concept is called The Stress Theory and has the potential to redirect some of our thinking in physical education. Bodily stress is a product of any age, a product of life in any era in history, and stress for us today is a very real product of the space age.

Ordinarily the living being operates on a fairly even keel physiologically. Under "normal" conditions our blood maintains itself at a certain pressure, our heart rate is static within limits, our respiration can be counted upon to remain even and fixed in rhythm, our endocrine glands secrete their hormones in varying but fairly predictable amounts and the various systems of our body operate at a steady level. We call this power of the body to maintain constancy in living beings, homestasis, a term coined by Walter Cannon, the great Harvard physiologist.

Results of Stimuli

However, we know that there are all sorts of stimuli which are constantly bombarding the body—stimuli in terms of climatic change, nutrition, pathogens, chemical change, psychic interpretations and exercise or physiological work. Each of these things are capable of sufficiently disturbing the living body so that the homeostatic balance is destroyed. The body then has to resolve that stimulus in such a way that the internal balance of the body is again restored. Cannon offered the theory that this homeostatic balance was usually maintained with the hormone adrenalin, or epinepherine, used as a regulator—sort of a sensitive prognosticator and resolver of stimuli for the human body. He further theorized that the body usually resolved the stimuli through the mediation of epinepherine by means of "fight or flight" behavior and once the stimulus was disposed of, or escaped from, the body could return to its homeostatic level.

We worked within the frame of reference of Cannon's theory for many years and found out many things about homeostasis and epinepherine, but the theory still did not answer all the questions. For example, was the body able to differentiate among its stimuli and how did epinephrine determine which course of action it was to use, fight or flight? And why, if death ensued, was there a greater abundance of epinephrine present instead of a complete depletion? As time allowed us to investigate more things and as information was accumulated it became plain that the Cannon theory was really just the fore runner of a more encompassing theory and through the happy chance of serendipity, plus the remarkable insight and curiosity of a stimulated intellect, Dr. Hans Selye, a Canadian physiologist, wove the intricate matrix of a theory, The Stress Theory.

In brief, Selye believes that every time that the homeostatic balance of the body is upset through stimuli (which he calls stressors), the body undergoes a degree of Stress. This stress is resolved locally and generally. Selye explains that stressors always elicit a syndromic response from the body and that this response may be roughly divided into three distinguishable phases.

First, as the stressor is intorduced, the body undergoes an Alarm-Reaction stage; then as the stressor persists, the body counters secondly with the Stage of Resistance and finally, if the stressor is not resolved and it continues to persist, the body enters the Stage of Exhaustion which usually precludes death. Selye claims that whether the adaptation is local or general, these phases are always pertinent to the body's adjustment to the stressor. Furhermore, it is Selye's belief that the body meets its stressor with a certain special kind of energy, which he calls General Adaptation Energy, and the living being utilizes this energy throughout his life. The energy is probably never completely utilized and death is usually a result of a part of the body mechanism's failure during a period of stress.

Physical

As Selye investigated the effects of stress upon the human body, it became imperative to identify the stressor agents. These proved to be varied and prolific in nature. Roughly, stressors may be divided into three encompassing categories: *physical, psychological,* and *sociological.* In general, these stressors are any thing which when administered in sufficient intensity has the power to destroy the homeostatic level of the body. Thus, we have such things as exercise, temperature change, hunger, thirst, pathogens, nutritional deficiency and chemical change recognized as physical stressors. These physical stressors have been the subject of much experimentation (not always in the frame of reference of The Stress Theory) and a relatively large amount of information has been amassed on the body's reaction to these stressors both in quantitative and qualitative terms.

Psychological

As H. G. Wolfe has pointed out, stress is usually

thought of

> "in terms of parasites and their destruction; meteorological and climatic crises, physical forces which operate on man's mass and volume and by elements which man manipulates for his comfort, delight, and destruction. However, constituted as he is, man is further vulnerable because he reacts not only to the existence of danger but to threats and symbols of danger experienced in his past, which calls forth reactions little different from those to the assault itself."

Thus, man is subject to a group of stressors more complex in nature than the physical stressors and more difficult to assess either quantitatively or qualitatively.

These stressors are psychic in origin and are almost always surrounded by and conditioned by the sociological environment of the cultural media of which man is a part. Included in this grouping are emotional reactions such as fear, apprehension, love, antagonism, joy, and rage. The individual's interpretation of any situation may bring these psychic stressors to the fore and indeed they may be of such intensity that they obliterate the local reaction to the specific physical stressor at hand.

Sociological

The situation may insist upon certain psychic interpretations by the individuals, interpretations which foster stress. There are times when society forcefully interprets a situation which did not have stressful connotations to the individual either psychically or physically, to be a situation involving great stress. As an illustration: if the social environment is drastically changed by such a phenomenon as war, actions perpetrated which were not stressors before may easily be reinterpreted as stressors.

Finally, it is the belief of all those who accept the Stress Theory that life itself presents the greatest stressor of all—the very process of life demands and insists upon stress and as soon as there is a complete absence of life, there is no stress and only death remains.

As the body is subjected to these stressors, it fundamentally meets and resolves (or does not resolve) them in a purely physiological way. Each of the three stages of the General Adaptation Syndrome, namely the Alarm-Reaction Stage, the Stage of Resistance, and the Stage of Exhaustion has an identifiable syndromic interpretation.

Physical Reaction

We see that stressors cause a physical reaction in the human body that is essentially the same regardless of the nature of the stressor. Stress is stress regardless of the cause! The body meets the stressor of cold in a different way than it meets the stressor of heat, but essentially the general reaction is the same, especially in its Alarm-Reaction Stage and it is only as the local adaptation takes place via the appropriate specific channel of defense that specificity of a sort is apparent.

As we adapt to stressors we are not only interested in our physiological adaptation, but we are also concerned with adaptation which may be measured in other ways. Of course the behavioral reaction of man is of tremendous importance as he encounters stressors and it is amazing how much information we are able to shed on understanding human behavior by re-interpreting psychological studies which have been done on emotional arousal.

Some Factors

There is no easily defined psychological state of homeostasis for man, but Nancy Gross suggests that each man must learn to live at his own best stress level and that that psychological level can be determined through three factors. *First,* physical condition; *second,* emotional patterns which are continually modified; and *third,* by immediate environment. She says that "man, psychologically speaking is a mixture of opposites, being a creature of instinct and reason and a product of both his biological and social nature." Dr. Gross, a stress psychologist, believes that "under the very best of circumstances, it seems to be man's lot to always have to work to maintain this integration and position of psychological homeostasis."

Recently much research has been done with regard to the adaptative elements within disease. You will remember that Walter Cannon used to talk about "the wisdom of the body" and I grew up with the concept that "nature taking its course" was the right way, a sort of Pippa Passing Utopia. But we know now that the body is not always wise and some maladies are the direct effect of disease producers while the body's own defense adaptative reactions may cause the malady in another case. The later cases are called diseases of adaptation and are due either to an excess of defensive reaction or an over abundance of submissive bodily reaction.

Some of these adaptive diseases have been identified as high blood pressure, diseases of the heart, rheumatic arthritis, inflammatory diseases of the skin and eyes, diseases of the kidney, infections, allergies, nervous and mental diseases, sexual derangements, digestive diseases, metabolic diseases and even cancer. We are getting closer and closer in our discernment of the integration of the physiological reaction with the psychological patterns and today though we see "through a glass darkly," surely tomorrow "we shall see face to face and know, even as we are known."

Activities

Because we in physical education are almost always concerned with an individual who is subjected to the physical stress of exercise in a psychic atmosphere created by past experiences and by present and future interpretations of the situation and in a social climate which is the making of the culture of which we are a part, we are especially concerned with stress both in

terms of behavior-performance and physiological reaction. We call the particular stressor which we inflict on man (usually with his approval and enthusiasm) physical education and it may take the character of sport, dance, or aquatics.

In many ways our stressor may be maximal and as such may elicit a stress response from the individual which is meaningful in terms of adaptation energy utilization. The simplest techniques used to induce fitness have certain psychic components and the combat sports are heavily loaded with psychic overtones which are stressor agents. We ask a boy or girl to give "his all" physically in a situation which is heavy with psychological stressors, stressors which insist upon the meaning of excellence and mediocrity, success and failure. In addition, often we clothe this situation in a social atmosphere which puts tremendous emphasis on certain values and minimizes others. In addition, the social environment is such that more than the situation at hand is judged by the performance pattern and in some cases the boy or girl's place in life is determined by his own peer group with reference to his performance. This is stress in its purest form!

Most amazing of all, we build up this stressor situation as "fun" and in reality it is, and it is here that we can make a value judgment about stress. You see, too little stress is just as bad as too much stress and each person must attempt to make a reasonable estimate of what he wants to use his adaptation energy for in the life that he has before him.

Use of Energy

Is it wise to encourage the use of relatively large quantities of adaptation energy when very young by placing immature youngsters in a situation which has the potentiality of eliciting a near maximal stress response? This is undoubtedly one of the possible dangers of Little League sports, and unfortunately there seems to be no valid way that we can measure what is happening to adaptation energy. You see it is perfectly possible to only experience the Alarm-Reaction Stage of stress and have no "lasting results," but that is not to say that a portion of adaptation has not been utilized.

Our problem then becomes not a physiological problem, but really a philosophical problem and I can see some reasons philosophically not to encourage Little League sports in the same way that I will acknowledge that there is almost no evidence physiologically to indicate that when they are properly supervised and conducted as to outcome that Litle League sports are harmful to the child.

But as interesting as the physiological reactions of the body are with regard to stress, it appears that physical education's interest in stress is strongly based upon the psychological components of the stressor. It appears that the body already has a ready-made, built-in "controller" mechanism which apparently has the ability to limit the exercise stressor. The heart can only beat so fast, the minute volume of respiration can only be increased so much, the nervous impulses can only respond within limits. Your body will not let itself be "overstressed" with regard to exercise—something gives up before the breaking point is usually reached. But there doesn't seem to be this automatic control within the psychological self and it appears that stress brought about by psychic stressors is quantitatively greater than that brought about by psychic stressors of exercise alone.

Out of this, there appear to be certain values which present themselves to us as physical educators, especially with regard to stress. First of all, it appears as though *movement in and of itself has the ability to alleviate some of the products of stress, "to use up the juices" so to speak.* An increasingly large number of physiologists and psychologists support this point of view. If this is true, then we may cautiously suggest that movement is in a sense an *ataraxic* and that while *exercise causes stress, it may also relieve stress.*

Gross says that "emotion demands expression in *action* and both the repression of emotion and the repression of action with which it is associated are involved in psychological difficulties." As emotional stress builds up within the individual, the main thing is not just to stand there, but to do something! We can literally become drunk on our own stress hormones and it is therefore infinitely better to exhaust oneself in explosive action than "to stew in one's own juice."

But you will say, "We have always known that," and of course that is true—yet isn't it good to have both physiological and psychological evidence to support our empirical judgments! So use physical education for sublimation at times, substitute games as a socially acceptable stress release mechanism and let us start to suggest that a game of tennis may be as good as Milltown under certain circumstances.

Let us continue to urge our students into activities that call for movement, and preferably gross motor activity. Let us use the stuff of which our profession is made—Movement—and see its meaning with regard to stress.

There is no set value that any person can put on stress, but it does appear that it may be the lack of movement, in the majority of cases, that is the potential danger, not the stressor in and of itself. You will remember that Hamlet, caught on the horns of his dilemma wondered "whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles and by opposing, end them."

Forgetting nobility and thinking physiologically, the answer should be: Take arms! You will further recall that Hamlet did *not* "take arms" and his intro-

spection led him to lament, "and thus the native hue of circumstance is sicklied o'er with the pale cast of thought, and enterprises of great pitch and moment with this regard their currents turn awry and lose the name of action." This we cannot afford to do. We dare not lose the name of action!

Concluding Statement

For myself I do not desire a stressless life, for stress is the fun and the challenge and the worth. The anxiety of our times makes my life the stimulating challenge that it is, the challenge that finds a slight rose colored hue cast over most things. "Farewell content, farewell the tranquil mind"—for indeed a world of stress might well be the "best of all possible worlds" and if we in physical education can understand this, promote it, *and* alleviate it, we have in our hands much of the stuff which is life itself.

Planning Health Service Facilities

W. K. Streit

SCHOOL HEALTH SERVICES help to protect and improve the health of children, thus aiding their growth and development and enabling them to benefit fully from school experiences. In recent years the education and health professions through cooperative efforts have improved markedly the quality and extent of health programs for children. It is important that this same type of cooperation be extended to embrace all groups concerned with the use of health service facilities. This includes planners, builders and community groups as well as representatives of medicine, dentistry, public health, nursing and education. Detailed plans and actual construction should be carried out with the advice and approval of those persons who will be responsible for the program for which the facility is provided.

There will be considerable variation in health service facilities depending upon the size of the school and community, the level (primary, intermediate, junior or senior high school or combination), the extent of the health service program based upon the philosophy of the school system, the health interests and needs of the community, the functions to be performed, and the person or persons who do the planning. In addition consideration must be given to other available public health services and to the money available for building the facilities and for operating them.

The health service unit can be used for a variety of activities. One of its chief functions is to determine the health status of pupils by means of school health examinations, dental inspections and prophylaxes, vision and hearing tests. It may be the center for emergency care of injuries and illness. Frequently, conferences involving the parents, teacher, doctor and nurse concerning the child's health problems will occur. A part of the unit may be used as a dressing room and another section will serve as a waiting room. Some space should be set aside for isolation of a child when the situation warrants and another may provide accommodations for children on a prescribed rest schedule. There should also be space for the health personnel which from time to time may include nurse, physician, dentist, dental hygienist, phychiatrist, psychologist and social worker. Records, equipment and supplies should also be properly housed in the unit.

In locating a health service unit, consideration should be given to the wide variety of activities listed above that may be carried on therein and to the conditions which will permit those functions to be carried on conveniently and efficiently. In smaller elementary schools, all services may be cared for in one room provided proper screening is used and the waiting room of the administrative suite serves the same purpose for the health service unit. In the larger schools, division of the unit into separate rooms is desirable.

Cooperative planning should also be carried on in the use of the facilities. Coordination of effort will result in effective utilization of facilities. The school health committee can do much to promote essential coordination of the program.

To keep children well rather than merely to cure them once they are ill has long been recognized by health and medical professions as a desirable goal. Provision of adequate health service facilities and personnel is an essential step toward the achievement of this goal.

Balance Beams

Louis A. Zinsmeister

THE MILWAUKEE DEPARTMENT of Physical Education found another way of bringing a phase of physical education into our elementary schools. Several years ago a pair of balance beams was placed in each one of our elementary schools. These balance beams may be used in the classrooms, corridors or in the gymnasiums. In spring and autumn of the year, children may take the beams to the playground for their lessons in physical education.

Along with these beams, small mimeographed pamphlets, describing exercises which can be done on the beams, were given to teachers of the first, second and third grades. The Topic Method is used in presenting the exercises to our children. Teachers may check the lessons as they progress and thus keep a record of the work done by their pupils.

The new phase in physical education "Exercises on the Balance Beams" was also looked upon with favor by some of our fourth, fifth and sixth grade teachers. These teachers are making use of this form of physical education to stimulate their pupils in acquiring skill and poise on the beams.

Grades 1—2—3

Exercises on the balance beams are taught to develop poise, a sense of balance and confidence in children. These can be taught in the classroom, gymnasium or on the playground. The wearing of gym shoes is preferred to street shoes. Let the children begin with partners. It gives them assurance that balance beams are safe to walk on.

Teach children to step firmly on the beams with the whole foot and with toes pointed forward when walking forward, sideward or backward. Turning the foot inward or outward will sooner or later cause a child to slip off the beam. Raising arms sideward will aid the children in balancing.

Children should step off the end of the beam. Never encourage jumping off the beam whether at the end or sides. Carelessness may cause a child to fall.

All exercises should be done correctly and with good body control. Praise a well-done exercise and show disapproval of an exercise which is done in a hurry or in a careless, slovenly manner.

All exercises described begin at one end of the balance beam and continue to the opposite end.

The arrangement of these exercises in topic form is to give the teacher an insight and understanding of how exercises can be classified. Many more exercises and alternations of exercises may be done on the beams.

Care and safety must be exercised by the children when transporting the beams from place to place. Cardboards placed under the end legs of the beams will often prevent rocking, especially when the floor is uneven. Play safe.

Topic I

Couples Walk on Two Balance Beams Placed Parallel to Each Other and About Two Feet Apart.

1. Partners stand side by side facing beams and join inner hands. Walk forward on two beams.
2. Partners face each other, stand with sides toward the beams and join hands. Walk sideward on two beams.
3. Partners face in same direction with left sides toward the beams; boy in front, girl behind boy with her hands on his shoulders. Walk sideward on two beams.
4. Same as "3", with girl in front.
5. Same as "3" and "4", with right sides toward the beams.
6. Partners stand side by side facing away from beams and join inner hands. Walk backward on two beams.

Topic II

Couples Walk on One Balance Beam.

1. Partners face toward beam, boy in front, girl behind boy with her hands on his shoulders. Walk forward on beam.
2. Same as "1", with girl in front.
3. Face partner and hold hands. Boy walks backward; girl walks forward on the beam.
4. Same as "3", with girl walking backward.
5. Partners stand side by side with left sides toward the beam and hold inner hands. Walk sideward left on the beam.
6. Same as "5", with right sides toward the beam.
7. Stand, one behind the other, with backs toward the beam; girl in front, boy behind the girl with his hands on her shoulders. Walk backward on the beam.
8. Same as "7", with boy in front.

Topic III

Couples Walk Forward on Two Beams with Touch Step.

Partners hold inner hands and stand with right foot on beam.

1. Touch floor with left foot (1); then step left forward (2).
2. Touch left foot on beam in front of right foot (1); then step left forward (2).
3. Touch left foot on beam in rear of right foot (1); then step left forward (2).
4. Cross-touch-step left, with left foot crossing beam in front of right foot and touching floor (1); then step left forward (2).

Topic IV

Walk With Various Steps on One Balance Beam.

1. Walk forward with (a) follow steps
   (b) ordinary steps
2. Walk sideward left and right with (a) closing steps
   (b) cross-step in front
   (c) cross-step in rear
   (d) alternate cross-step in front and rear
3. Walk backward with (a) follow steps
   (b) ordinary steps

Note: The above exercises may also be taken while carrying a book on the head or holding

erasers on the palms or backs of the sideward extended hands.

Topic V

Walk Forward on One Balance Beam with Touch Steps.

1. Stand with right foot on beam:
   (a) Touch left foot on floor (1); then step left forward on beam (2).
   (b) Touch left foot forward on beam (1); then step left forward (2).
   (c) Touch left foot in rear of right (1); then step left forward (2).
   (d) Cross-touch-step left, with left foot crossing beam in front of right foot and touch floor (1); then step left forward (2).

Topic VI

Walk on One Balance Beam With Exercises of the Bent Leg.

Stand with right foot on the beam.

1. Raise left knee forward (1); step left forward (2).
2. Raise left foot backward (1); step left forward (2).
3. Walk forward in the bent-knee (squat) position.

Topic VII

Walk Forward on One Balance Beam with Exercises of the Straight Leg.

Stand with right foot on the beam.

1. Raise left leg forward (1); step left forward (2).
2. Raise left leg backward (1); step left forward (2).
3. Raise left leg sideward (1); step left forward (2).

Topic VIII

Walk on One Beam, Turn and Change Direction of Walk.

1. From forward to sideward left or right.
2. From forward to backward.
3. From sideward left or right to forward.
4. From sideward left or right to backward.
5. From sideward left (right) to sideward right (left).
6. From backward to sideward left or right.
7. From backward to forward.

Topic IX

Exercises in the Middle of the Balance Beams.

Walk forward to the middle of the beam, then:

1. Kneel on one knee, stand and continue walking forward.
2. Kneel on both knees and grasp beam with both hands. Stand and walk forward.
2. Kneel on both knees and grasp beam with both hands. Stand and walk forward.
3. Squatstand (bend knees). Straighten knees and walk forward.
4. Balance Stand (raise one leg backward and lower body forward with arms extended sideways). Stand and walk forward.
5. Kneel on one knee and straighten other leg forward with heel on beam. Stand and walk forward.

Topic X

Couples Walk on Two Balance Beams While Holding Hands, and Change Direction.

Walk in various directions; turn in middle of beam, continue walking to the end of beam in various directions.

1. Partners walk forward to middle of beams; face partner and walk sideward.
2. Partners walk forward to middle of beams; turn back to back and walk sideward.
3. Partners walk forward to middle of beams; turn and walk backward.
4. Partners walk sideward to middle of beams; turn and walk forward.
5. Partners walk sideward to middle of beams; turn and walk backward.
6. Partners walk sideward to middle of beams; turn and walk backward.
7. Partners walk backwards to middle of beams; face partner and walk sideward.
8. Partners walk backward to middle of beams; turn and walk forward.
9. Partners walk backward to middle of beams; turn back to back and walk sideward.

Topic XI

Special Skills on the Balance Beam.

1. Walk and balance an object on the head.
2. Place an eraser on the middle of the beam and step over.
3. Walk under a wand, or stick, held three feet above beam.
4. Toss and catch a ball while walking.
5. Hop half way on one foot and continue hopping on the other foot.
6. Hop on one foot the length of the beam.
7. Partners begin at opposite ends. Pass partner in middle of beam and continue.
8. Cat walk with hands and feet on beam.
9. Wheel barrow walk with feet of pusher straddling the beam.
10. Wheel barrow walk with feet of pusher on the beam.
11. Change-step left and right forward.
12. Change-step left sideward (1,&,2); one-half turn left on left foot and change-step right sideward (3,&,4); one half turn right on right foot and change-step left sideward (5,&,6), etc. to the end.
13. Lying-support left and right sideways.

We have found another way of encouraging a pleasant desire, among our teachers, for teaching physical education. Perhaps this small contribution, or revival to physical education, will also find favor among our many colleagues in various parts of our country. It should be a challenge to our physical educators, men and women.

FACTS

Some interesting figures: Last year, Americans used 45,000,000 aspirin tablets daily, took 20,000,000 sleeping pills; American doctors are writing 40,000,000 prescriptions for the new antiworry pills called tranquilizers; 75,000,000 Americans are chronic drinkers, 5,000,000 confirmed alcoholics.

What's the Difference?

Albert Olsen

DURING THE PAST twenty years, graduate schools of physical education have grown considerably in number and stature because staff members in colleges and universities are expected to attain the doctorate degree. The purpose of this paper is to point out the differences between two graduate schools attended during successive summer sessions. It is hoped that student awareness of administrative apathy and reaction to this indifference will favorably influence future administrative behavior.

Graduate Faculty

Both universities are noted for their excellent physical education faculty. The physical education faculty at School A was reduced to skeleton force during summer session, resulting in minimized course offerings taught by neophyte instructors and assistant professors. School B, however, not only employed its best faculty to teach during summer session but also a visiting professor of national repute. Summer session courses at School B were identical to those regularly offered during the school year.

Guidance and Counseling

School A assigned all graduate students to one faculty advisor already overloaded with teaching assignments. The Dean of School B held conferences with all new graduate students and always was available for guidance. This Dean assigned individual students to an appropriate advisor in the student's area of concentration. Advisors carefully planned programs with each graduate student. School B emphasized educational guidance while School A merely tolerated this assistance.

Qualifying examinations were given at both schools. School A warned that these tests were administered to eliminate weak students. School B announced that the examinations were given to obtain additional information for guidance purposes.

Use of the Library

While both schools boasted extensive library facilities, a difference in availability existed. School A's system was reminiscent of factories using mass production techniques. Students were not permitted to browse through stacks. One had to fill out a card and wait ten or fifteen minutes for a "production belt" to deliver the book. At School B, stacks were open and the library organized. Literature of specific fields was centrally located. To facilitate research, carrels were made available.

Cultural Opportunities

School A offered little cultural opportunity for summer session students away from home. School B scheduled lectures, art and music events, and trips of interest.

Physical Recreation

School A conducted a haphazard program of physical recreation. Gymnasium attendants grudgingly issued lockers of diminutive size while spacious ones stood empty. Locks had to be purchased from the school, no others were acceptable. Except for towels, no gym equipment was issued. Recreational swimming in the outdoor pool was offered late in the afternoon when the temperature dropped. The attendant said this schedule kept crowds to a minimum. He was right, there were never more than ten in the pool at one time. No other equipment was issued for recreational use. One could use the badminton courts if one had racquets and shuttlecocks. Soap seldom was found in shower room receptacles, and clean towels were issued accompanied by a growl.

School B differed in its attitude toward the physical recreation program. While its physical plant was older than School A's, it was well kept and, most important, available for use. Lockers, gym clothing, and playing materials were issued gladly. One grasped immediately the idea that these materials were intended for use. Consequently, many graduate students availed themselves of the service and worked out daily. Faculty members also used the facilities, and participated in activities with graduate students. Students became acquainted with each other and with faculty members outside the classroom environment. Further, all faculty of the university availed themselves of the physical education facilities. Physical education at School B was practiced as well as preached.

At summer session's end, a Competitive Athletics Conference was held. The meeting attracted as participants outstanding national leaders in the field. This conference lasted two days and culminated in a picnic for all physical education students and faculty, a fitting climax to a very profitable summer.

This person must decide where to establish residence to complete work for the doctorate degree. The time element and remaining academic work is approximately the same at each institution. Costs are somewhat identical. Which school would YOU choose?

Program Planning For Secondary School Girls

Ruth M. Wilson

THE LITERATURE PROVIDES a wealth of information regarding all the principles of program planning which require consideration. The philosophy of the local school district, the given school situation including the administrative plan, the individual teacher, the students involved, and the facilities available will determine the details regarding the type of program offered.

There are, however, some generalities which may be suggested as guides in planning and which can be used to check on the adequacy of the emphasis given each broad area of the program at specific grade levels. The proposals in the chart below are recommended for girls. The suggested ranges indicate minimal and maximal time allotments.

Basic Motor Skills	10%-15%	10%-15%
Individual and Dual Sports	10%-20%	20%-30%
Team Sports (Including leadups, relays, etc.)	20%-30%	10%-15%
Conditioning Type Activities (Apparatus, rope work, stunts and tumbling, body conditioning exercises) Stand, walk, ascend and descend stairs, sit and arise, run, start and stop, jump and land, throw and catch, strike, push and pull, stoop, lift and carry, and fall). This unit could include application of the principles of running, jumping, etc. to track and field events.	15%-10%	12%-20%
Rhythm Activities (Folk, square, modern, social and tap dance)	20%-30%	15%-25%
Aquatics (Canoeing, rowing, sailing and swimming)	0%-13%	0%-13%
Winter Sports (Ice skating, skiing, snowshoeing and tobogganing)	0%-10%	0%-10%
Leadership Training and/or Camping Education Activities		10%-20%

The Goal

The foregoing proposals provide: emphasis upon conditioning type activities and the various rhythm activities throughout the six year program; emphasis upon team sport activities at the junior high school level with a shift to emphasis upon individual and dual sports at the high school level. selection as to kind and amount being dependent upon the scope of facilities and availability of equipment; emphasis upon aquatics, winter sports, leadership training and camping education activities wherever possible and appropriate. The fundamental skills emphasis at the junior high school level is essentially for grade seven and at the high school level a reemphasis is needed at grade ten.

Planning according to the above table will provide assurance that the various aspects of the activity program will receive essential coverage within each three year span. For example, emphasis upon the individual sports area might be to the extent of only ten per cent at the seventh grade level, but by the time these same students reach the ninth grade they could be devoting as much as twenty per cent or one-fifth of their time to this type of activity.

Elasticity

Obviously, the maximal percentages indicated cannot be used in situations which permit teaching the full range of activities listed. If, for example, forty-three per cent of the physical education activity program for a group of senior girls is to be devoted to aquatics, winter sports, and leadership training the other activities will need to be planned at minimal levels. In addition, some types of activities will have to be curtailed completely. Uudoubtedly, in situations which afford such a comprehensive program, students will have encountered previously an extensive activity program and such selectivity will be advantageous for this curriculum.

A graded sequential program of physical education activity includes provision for beginning, intermediate and advanced units of instruction. In a well organized program many activities are, and should be, taught more than once during the three or six year period. However, the level of instruction becomes progressively more advanced with each unit. Wise selection will provide assurance that students will receive instruction in all phases of the program at the appropriate level of difficulty.

Evaluation

In using the proposed chart to evaluate the scope of a given program one must remember that it is designd for a six year span, divided into two three-year cycles. Activity coverage, according to per cent of time, must be equated on the basis of the particular three-year program rather than on each year of the six-year plan. During a given school year it is possible that a specific category might not be included, but greater emphasis should then be given that particular area in the ensuing or the preceding year.

The planning of a progressive physical education program must be founded upon a recognition of underlying principles if it is to be effective in any given situation. A broad program, when properly planned by the administrators, teachers, and students concerned, will meet the various needs and interests characteristic of the various age groups involved and when properly understood should receive full community support.

How's Your Bowling?

James N. Jacobs

THE SCHOOLMASTERS' BOWLING League, organized in 1930 by W. K. Streit, continues to offer fun and relaxation to two hundred school men in Cincinnati every Friday. Incidentally, Rudie Memmel, current National President of Phi Epsilon Kappa, is carrying a 196 average in this league. As the men gather at the close of the week, we sometimes hear statements like "I feel lousy today, although it's on days like this that I often bowl my best!" Have you ever made comments like this, or heard them from your fellow bowlers? Chances are that you have. Some of these comments seem to "make sense," and others do not.

In an effort to obtain some "objective" evidence concerning many of these comments, a questionnaire was given to bowlers in the Cincinnati Schoolmasters Bowling League. This questionnaire was filled out *before* the bowling session that day had begun and consisted of four questions. These questions were as follows:

1. How well do you think you will bowl today?
   - Very well .....
   - A little above average .....
   - Average .....
   - A little below average .....
   - Poorly .....
2. Which one of the following describes how you feel today?
   - Energetic .....
   - Better than usual .....
   - Normal .....
   - Worse than usual .....
   - Lethargic .....
3. Classify yourself as a (an)..... optimist, ...pessimist.
4. Estimate your three game series for today. .....

In addition to this information, each bowler recorded his past average and (after the bowling session) his actual three game series for the day.

After looking at the questionnaire results of Friday, October 17, there was little doubt that it paid to experiment—at least in terms of raising pin averages. As a group, the 77 fellows who returned the questionnaires increased their three game series averages by 7 pins. Of course, one cannot know whether the averages would have been raised even if each bowler's performance was not in scrutiny.

QUESTION 1. *Does the way one feels have anything to do with the way one bowls? If so, how are the two related?*

Yes, the two seem to be positively related, i.e. generally, the better you feel, the better you bowl. Here are the results.

Classification	Number	Previous* Three Game Series Averages	Oct. 17** Three Game Series Averages
Energetic	4	461	498
Better than usual	14	450	471
Normal	44	453	456
Worse than usual	11	467	458
Lethargic	4	411	434
TOTAL	77	453	460

*Previous to October 17.

**Three game series bowled on Oct. 17, the day the questionnaire was given.

Inspection of the data shows that the 4 fellows who felt energetic bowled an average of 37 pins about their three game series average; the 14 who felt better than usual averaged 21 pins above their three game series average; the 44 who felt normal averaged 3 pins above their three game series average; and the 11 fellows who felt worse than usual averaged 9 pins *less* than their previous three game series average. Up to this point. its is seen that the relationship between how one feels and how one bowls is lethargic. it is seen they bowled an average of 23 pins *above* their three game series average. One of these four, incidentally, bowled well below his average. More than likely, the trend shown in the first four categories is the true trend, although, it is possible the trend is not so consistent as to include those feeling lethargic.

QUESTION 2. *Is there any relation between how one feels and his estimated three game series?*

There does not appear to be any. It is interesting, however, that in each classification, the bowlers tended to estimate their performance *well over* their past past average. How optimistic can you get?

QUESTION 3. *Is there any relation between a bowler's estimated three game series and his actual three game series?*

Yes, for all classifications except the "energetics," the October 17 three game series tended to be lower than the estimated three game series. The "energetics" seemed to understimate their potential (by an average of 6 pins) but in general, it appears that bowlers tend to aim high above their past averages and actually bowl somewhere in between. Four fellows managed to predict exactly the same score that they bowled. One of these predictions was within one point of his past average whereas the predictions of the remaining three fellows were considerably higher than their previous averages.

QUESTION 4. *Is there any relationship between the way one feels and the way one thinks he will bowl?*

Yes. In general, the fellows who tend to feel good also tend to think they will bowl well. Two notable exceptions are two "lethargics" who thought they would bowl "very well." One bowled 47 pins *over* his average — the other bowled 47 pins *under* his average.

QUESTION 5. *How does the bowling performance of optimists compare to that of pessimists?*

It appears there is little difference at least relative to how the two groups bowl with deference to their averages. Here are the pertient data.

		Averages		
		(1) Previous Three Game	(2) Estimated Three Game	(3) October 17 Three Game
Classification	N	Series Average	Series Average	Series Average
Optimist	61	448	483	455
Pessimist	16	471	485	477

It will be noted first, that there are 61 optimists vs 16 pessimists. It is seen that optimists and pessimists bowled 7 pins and 6 pins above their averages, respectively. By comparing columns 1 and 2 it appears that in spite of the "optimistic," "pessimistic" classifications, not only are the optimists optimistic. but it is seen also the pessimists are optimistic. Thus, both optimists and pessimists estimate their three game series average above their previous three game series average. On the other hand, although pessimists are optimistic, they do not tend to be as optimistic as do the optimists. Thus, the pessimists estimate their three game series average only 6 pins above their previous three game series average whereas the optimists estimate their three game series average 25 pins above their previous three game series average. It is seen that for both optimists and pessimists, the October 17 three game series average lies between the previous three game series average and the estimated three game series average.

QUESTION 6. *Do teams tend to bowl as an organismic whole, i.e. do members of a team tend to bowl poorly or well together?*

It appears that individuals within a team tend to bowl similarly on a given day. Of the 8 full teams that returned their questionnaires, it was found that within each of 4 of these teams, all members either bowled above their average or all members bowled below their average. In each of two of the remaining four teams, 4 members of the team out of 5 all bowled either above or below their average. Apparently, good or poor bowling are contagious to teammates.

QUESTION 7. *Which group of bowlers tend to have the most variable three game series, the above average, average or below average bowlers?*

Evidence indicates that the above average bowlers tended to have more variability in their three game performance than the average bowlers. Average bowlers tended to be more variable than the below average bowlers. The data following demonstrate this point.

Consecutive Thirds by Three Game Series Averages	Average Variability Score
Above Average	50
Average	39
Below Average	34

The consecutive thirds shown above were derived from a ranked list of three game totals based on the averages previous to October 17. The variability score used is the sum of the absolute deviation of the two extreme scores from the middle score, averaged over all cases. For example, if a bowler had scores of 163, 185 and 140, his middle score is 163, and his deviation score would have been the sum of (163-140) and (185-163) or 45.

Apparently, the above average bowler has "room" to bowl either above his average or, of course, below his average. On the other hand, the below average bowler has relatively little "room" to bowl very far below his average although he does have room to bowl above his average.

After careful scrutiny of the data and after analyzing all of the complex relationships and inter-relationships, i.e. the coefficients of variation and stability of correlation and dis-correlation, one is led through only one channel of advice to the aspiring bowler . . . HIT THAT BLAMED HEADPIN AND ALWAYS, ALWAYS PICK UP THE SPARE ! ! !

The Bill of Rights for the Athlete

American Medical Association
Committee on Injury in Sports

Participation in college athletics is a privilege involving both responsibilites and rights. The athlete has the responsibility to play fair, to give his best, to keep in training, to conduct himself with credit to his sport and his school. In turn he has the right to optimal protection against injury as this may be assured through good technical instruction, proper regulation and conditions of play, and adequate health supervision. Included are:

GOOD COACHING: The importance of good coaching in protecting the health and safety of athletes cannot be minimized. Technical instruction leading to skillful performance is a significant factor in lowering the incidence and decreasing the severity of injuries. Also, good coaching includes the discouragement of tactics, outside either the rules or the spirit of the rules, which may increase the hazard and thus the incidence of injuries.

GOOD OFFICATING: The rules and regulations governing athletic competition are made to protect players as well as to promote enjoyment of the game. To serve these ends effectively the rules of the game must be thoroughly understood by players as well as coaches and be properly interpreted and enforced by impartial and technically qualified officials.

GOOD EQUIPMENT AND FACILITIES: There can be no question about the protection afforded by proper equipment and right facilities. Good equipment is now available and is being improved continually; the problem lies in the false economy of usng cheap, worn out, outmoded, or ill-fitting gear. Provision of proper areas for play and their careful maintenance are equally important.

GOOD MEDICAL CARE . . . Including

FIRST . . . a thorough preseason history and physical examination. Many of the sports tragedies which occur each year are due to unrecognized health problems. Medical contraindications to participation in contact sports must be respected.

SECOND . . . a physician present at all contests and readily available during practice sessions. It is unfair to leave to a trainer or coach decisions as to whether an athlete should return to play or be removed from the game following injury. In serious injuries the availability of a physician may make the difference in preventing disabilty or even death.

THIRD . . . Medical control of health aspects of athletics. In medical matters, the physician's authority should be absolute and unquestioned. Today's coaches and trainers are happy to leave medical decisions to the medical profession. They also assist in interpreting this principle to students and to the public.

Practices and Trends In The Supervision of Student Teaching

Don B. Emory

WHETHER A TEACHER is born or made has been the subject of much discussion through many ages of education. Whatever the ultimate answer may be, there is certainly no argument with the fact that the democratic educational philosophy demands that definite programs and curricula be set up, designed to educate teachers in all the fields of learning. This period actually accomplishes three things. It provides an opportunity for the student to put knowledge and theory to work; allows him to ascertain for himself whether he really likes to teach; and enables him to perfect skills and exercise competencies, thereby enabling him to be more fully prepared for his first job.

With the present emphasis on physical fitness, and the resultant emphasis on compulsory physical education in the public schools, the demand for well educated teachers in the area of physical education has greatly increased. As one might expect, prevailing practices in the supervision of student teaching in physical education vary greatly from school to school. Yet there is a certain comparable generalization.

In December 1957, Syverson and Pearson published results of a study in *The Physical Educator* ("Student Teaching in Physical Education." p. 130) in which ninety-six schools offering professional work in physical education cooperated. Their findings revealed the following:

(1) Since most students majoring in physical education will have to do some classroom teaching, it is necessary that they have some experience prior to graduation in a varied program; (2) In 80% of the 96 colleges, the department of education organized and administered the student teaching. This would indicate that for a specialized area such as physical education. provision must be made for adequate education of the supervising teacher. At Wayne State, where the above procedure is followed and where we maintain a campus laboratory school, cooperating teachers, both men and women, are instructors with at least the master's degree in the field. In the outlying schools, the cooperating teachers may or may not be Wayne trained. (3) Of the 1,726 student teachers, 83% or 1,426 did student teaching on a part day basis; 226 or 13% on a full day basis, and 4% or 74 on an internship basis; (4) 71% of the reported students who had majored in physical education did some student teaching in areas other than physical education. This is particularly necessary where the territory served consists of smaller schools where the teachers must double in various areas of concentration.

In general, this study seems to represent the accepted practices. The beginning of a new trend is evident in the 4% internship report.

There are certain program practices that are fairly common and warrant brief consideration.

1. *Student's Pre-education and Pre-education Conferences:* Examination of catalogs of colleges offering teacher education in physical education reveals the courses required of majors and minors in the field. A recent study (See *The Research Quarterly*, March 1941, pp. 131-140) lists the following in rank order for 70% to 16% of the responses:

1. Introductory Athletic Coaching
2. Organization and Administration of Physical Education
3. Group Games
4. Curriculum and Methods
5. Remedial physical education
6. Recreational administration
7. Health education
8. Gymnastics
9. Physical education in secondary schools (or elementary)
10. Principles of physical education
11. History of physical education
12. Tests and measurements in physical education
13. First Aid

To the above might be added physiology, anatomy, communications, child development, general or educational psychology and kinesiology, plus other required survey courses in general education.

At Wayne the student confers with an adviser from his major field area twice a year at registration, and twice more when quarter estimates are handed out. This provides for the initial professional contacts. Many others, both professional and social, develop in the course of the years.

It is also advisable to schedule at least one conference for each student with the cooperating teacher before the student teaching assignment is begun.

2. *Observation Period:* In the study referred to earlier 90% of the schools reported an observation requirement of from one to three weeks. Observation provides an opportunity for the student teacher to get a sideline view of the entire teaching situation. Skill in observation is greatly to be sought. There ought to be many and varied observation opportunities presented, including all phases of the teacher's responsibilities, of the pupils, of the classes in action and of the methods used by the cooperating teacher.

One of the shortcomings of beginning teachers today is apt to be their lack of understanding of the physical, mental and social characteristics of boys and girls of various age levels. Supplementing the courses in child development and phychology, there is no finer help in this area than the observation period.

Many devices have been put into practice to aid the prospective teacher in observation techniques. Blanks to be filled out might include pupil observation charts; anecdotal records; participation records; group observation notes; and others. Each teacher-education institution will have its own set, geared to its own specific curriculum.

Following each period of observation, there should be a conference in which careful consideration is given to all possible areas of doubt. Proper cooperation leads to benefit for all concerned—the supervisor, the cooperating teacher and the trainee.

The amount of observation the student does before teaching, should be dependent upon his background experiences and his observed reactions. The cooperating teacher should decide when the student teacher is *ready*.

3. *Planning Lessons and Conferences*: Considerable conference time must be given to lesson plans. Obviously there can be no one best plan. These will vary with individual teachers, with different classes of pupils and with the nature of the material to be presented.

4. *Areas in Student Teaching*: The areas of student teaching will vary with the individual, depending upon whether it is a man or a woman, on the major or minor concentration, and on the specific assignment available in the program. Kurachek's study (in the March 1941 *Research Quarterly*, p. 135) reported that student teachers in physical education were placed in situations in the following order: 1. Physical education classes—secondary and elementary; 2. Intramural activities; 3. Free play periods; 4. Coaching duties; and 5. Field days and club activities. Generally, that covers the areas, though the activities included under each may vary widely and therefore stress the importance of well worked out and coordinated lesson plans.

The average time required seems to be 36 weeks of practice teaching, usually done in the senior year. Nebraska requires 5 hours.

5. *Seminar and Conferences after Teaching Has Been Done*: Conferences should be scheduled at least one a week throughout the entire teaching period. If the teaching has been done off campus, then the on campus supervisor ought to meet with the student for at least two-hour seminar discussions of the entire experience, preferably with the cooperating teacher present.

6. *Evaluation of the Student Teacher*. Devices for evaluation are many and varied. Some schools use a definite, objective method; others maintain a rating scale as a basis for grading; while still others base the final rating on the subjective judgment of the cooperating teacher; some even make use of a final examination as the basis for the final grade. Criteria used for evaluation include: classroom management, leadership ability, teaching technique, personal equipment, scholarship and professional attitude.

In new developments, the following trends are worthy of consideration: (1) *The Five-Year Curriculum:* In keeping with the extension of education in other professions, some colleges are advocating extending the normal collegiate residence by one year. This would allow for twenty-four weeks of full-time observation and student teaching spread throughout both the junior and senior years—a six week period in each of the final four semesters. The plan allows three years for completion of general education requirements and two years for the professional education. The State Teachers College at New Haven Connecticut has pioneered in this area.

(2) *The Block System:* The block system is designed to give the student an opportunity to spend an entire period in straight observation and student teaching. The University of Kansas is using a system in which the student leaves the campus for a full seven week period, teaching three or four classes in his major field and observing one period in his minor field, under the direction of a cooperating teacher. He is also expected to observe and assist with extra-class activities as the cooperating teacher sees fit.

At Wayne State (Nebraska), we have set up a system where for a nine week period of his senior year, each physical education major must do student teaching under the guidance of the physical education supervisor at Hahn Campus School or with a cooperating teacher in a selected outlying school. We have found many advantages but also are faced with definite, inherent problems which must be ironed out. Chief among these is scheduling.

One cannot stress enough the need for careful and efficient attention to detail in such a procedure. Assignments must be made with schedule, student and supervising teacher always in mind. For example, a member of the varsity basketball squad must not be sent fifty miles off-campus for teaching during the varsity season; nor should he be assigned to act as coach of the campus school team during his own varsity season. With these and similar problems solved, as fortunately they usually can be, this promises to be an excellent plan for the student teaching program.

(3) *Internship*. This is an entirely new area and is certainly only in its infancy. A student would devote a full year to supervised teaching on an intern basis much as a medical student is expected to do. Involved are matters of time, supervision and finance. Planning and research in this area are defintely called for and should open a vast field of educational improvement.

Many dedicated persons including the writer hope the future will provide for better practices and better educated teachers in physical education.

EXECUTIVES: SEVEN PLACES TO WATCH YOUR STEP

What makes executives fail? Here are the main reasons discovered by Dr. Frederick J. Gaudet of Stevens Institute of Technology in a survey of nearly 200 companies.

As you climb the management trail, check yourself constantly to be sure you don't tumble into any of these seven common pitfalls:

—inability to delegate responsibility
—lack of general knowledge;
—inability to analyze and evaluate;
—inability to judge people:
—inability to cooperate;
—inability to make decisions;
—lack of knowledge of personnel organization and administration.

Physical Fitness

T. R. Doppen

PHYSICAL FITNESS — what picture does this term bring to your mind? Do you think of the tall, healthy, husky football players, the rosy cheeked, sparkling eyed, active child, or are you perhaps prompted to take stock of your own physical condition? Certainly physical fitness is something each of us wants for himself and for everybody else. It is worth working for and protecting.

The 1960 White House Conference on Children and Youth, which will assemble in Washington, D.C., in March of 1960, will mark the golden anniversary of this expression of our national concern for the well-being of our children. While the specific goals of the Conference have not yet been set, the President of the United States, has indicated their broad nature:

"The rapidly changing times in which we live, and the increasingly fast pace of change, make it incumbent upon us to do everything we can to plan ahead and see that we prepare today's children well for life in tomorrow's world."

Each Conference has contributed much to our knowledge about the development and care of our children, and our ever-widening horizons have made the goals of each succeeding Conference more inclusive, more far-reaching in their application.

The various groups working for the best interests of our children agree that all American children should have the opportunity to grow in health and physical fitness. As a nation we are becoming more consicious of developing the qualities which enable individuals to function at their highest levels. So many things enter into physical fitness—heredity, health guidance, mental development, emotional stability, cleanliness, posture, muscular control, and desirable habits and attitudes—each of these and many others play an important part.

Health guidance requires careful planning and tactful supervision. Children need to be brought to an appreciation and understanding of health which will lead them to make health practices and habits essential parts of their daily lives, not because they feel they are being made to follow set rules. but because they really want to attain optimum health. Even the youngest children can be trained in facts and practices suitable for their development and needs.

Responsibilities

The home, the school, and the community all have responsibility in providing the proper facilities for healthful development. Parents are included in educational projects which deal with such topics as nutrition, first aid, home nursing, and pre-school health guidance. The community has the responsibility of providing school systems adequately equipped to give the desired training, coupled with recreational interests that will lead to the fullest development of its citizens. The school is the most favorably situated of the public agencies to develop health and physical fitness among children. Every school system should provide an adequate health program—instruction based on scientific information which will lead to the formation of desirable habits, attitudes, and appreciations in both physical and mental health. We have a right to expect the schools to bring practical opportunities for the development of health and physical fitness to all children, but the schools, in turn, have a right to expect the fullest possible cooperation of family and community agencies. The different areas of health guidance, physical education, and recreation provide the means of meeting the challenge presented to the schools. In addition to satisfying immediate health needs, the school should provide experiences which will lead to the child's acceptance of responsibility for developing his health and solving any health problems he may have.

Health is an important factor in all school activities. No one can do his best either at work or at play if he is not feeling well. Health instruction, including safety, deserves definite, well-planned development in schools. Health education should be recognized as an essential subject and the school health personnel should be accorded the dignity and opportunity of full-time career positions.

The Teacher

The classroom teacher has a strategic position in developing plans for physical fitness. In addition to teaching health facts and practices, she has the opportunity to note deviations from normal growth and behavior. She encourages the immunization program, arranges for health examinations, assists with follow-up procedures, confers with special instructors, and is a helpful member of the school health council. She is the connecting link between school physician, school nurse, the child, and the home. Well prepared courses in teacher-education institutions, and in-service training and experience which develop the insight and skill demanded by her position, increase her effectiveness. Do we dare go on taking the stand that two or three college hours in the field of health education give adequate background?

Health Examinations

The well-planned and well-administered school health examination is intended to reveal essential information concerning the child's growth and health status. It calls attention to conditions which need positive, helpful action to conserve and improve physical fitness. It opens the way for determining and applying remedial procedures.

Too often the follow-up of health examinations is a weak point in school health service. An examination is without practical value if it does not result in the corrective action which is indicated. This responsibility of course belongs primarily with the family, and with the child himself as he increases in understanding.

Authorities tell us that many causes of poor health among tomorrow's adults could be discovered now in examinations of school children. Prompt identification and treatment of defects will increase substantially the possibility of correction. Improving health conditions of the children now in school will strongly influence their lives and make for greater strength and happiness in America's future.

The schools should first attempt to assure health for the child, and then to enrich his life with appropriate physical education and recreation. Many schools which boast of good health programs really have only programs of physical education, many of which involve more exercise than education. Athletics may disrupt the benefits of the physical education program unless school authorities assume strong leadership.

An Adequate Program

Skills, strength, and endurance do not complete the objective of physical education. An adequate program develops socializing opportunities, builds character, and provides challenges for leadership. It is a laboratory for the development of teamwork and for growth in democratic spirit and practice. Schools recognize that proficiency in reading, music, the arts and crafts, dancing, and dramatics expand recreational horizons. Many times extracurricular activities in school lead to adult recreational interests.

Recognizing that the child cannot live better than his knowledge, the teacher has an opportunity to contribute to his growth and knowledge by helping him to do something he really wants to do, a little better, perhaps, than he otherwise would. She may help him attain a feeling of accomplishment through belonging to a group, a team, a class. She can afford him opportunity to win success, approval, and affection.

It seems basic that the child first be given the necessary understanding toward the development of physical fitness, and its importance, and then that he be motivated to use this understanding to the full extent of his capabilities.

The community will need to offer all of its resources so that the cooperative fitness program will reach the largest possible number of people.

Sanitation in Sports

Comradery in the locker room may be good for team morale, but it should not extend to the interchange of personal equipment. Unless they are warned against it, players will sometimes use each others combs, towels, socks, T-shirts and even supporters. No one knows exactly the extent to which disease is spread by such interchange but it could be considerable. By discouraging this practice, the coach not only teaches an important personal hygiene principle but also may prevent his team from being laid low by communicable disease.

The same principle applies to the well-known practice of using a common towel or towels for the whole team's use during time-outs. In addition to absorbing perspiration from several players, such towels frequently pick up excretions from nose and mouth. Each player should have his own numbered or initialed towel and care should be taken to see that even in the excitement of the game no interchange takes place. When play is in progress, towels may be hung on a rack on hooks numbered or lettered to correspond with the identification on the towel.

The common drinking cup has disappeared from public places, but its use still persists in some athletic events in the form of a jug, milk bottle or other container from which players drink or rinse in turn. If the game is played where players cannot have access to a bubbler, individual paper drinking cups can be supplied at a minimal cost. To prevent interchanges, they should be disposed of after each use.

Care taken to prevent the interchange of personal articles, or the use of common towels or drinking cups will pay big dividends. Besides helping to keep your team healthier, it teaches a valuable health education lesson not only for the players, but also for the other students, parents and school patrons who see the games and note the health practices being followed.

Comment by the Natonal Federation in Cooperation with the American Medical Association
Ohio Interscholastic

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Methods of Deploying A Group For Physical Exercise

VARIETY IS THE indispensable ingredient in every aspect of the class presentation in physical education. That which is permitted to become methodical also becomes tedious and boring. The instructor must be watchful in dealing with the less inspiring aspects of his presentation such as the exercise program. It is not uncommon for the instructor who changes his exercises regularly to utilize the same method of deploying the class for calisthenics. Deployment is a formal response-to-command procedure which inherently has educational value and should be done carefully and quickly in a manner which keeps the class alert. Different methods of deploying a group for physical exercise must be used.

Forming a line

When the instructor is ready to begin at the start of a period, he issues the command, "Line up." The students form a single line in a predetermined area in close interval. They toe a line and get the proper interval between one another (measured by the left elbow extended sideward when the left hand is placed on the left hip). The line usually is formed the length of the gymnasium with all students facing away from the wall. The outside line of a basketball court is a satisfactory reference point for the formation of the line. If the students line up properly and then automatically lower their arms when they have found the correct intervals, excessive formality can be avoided and time will be saved. From the line which has been formed the class may be deployed into one of several formations.

I. *Staggered formation.*

A. Counting off.

Preliminary command—"From right to left by fours."
Command of execution—"Count."
The students count off quickly by calling out the proper numbers.

B. Opening movements.

Preliminary command—"Number ones nine paces—number twos six paces—number threes three paces forward."
Command of execution—"March."

This is one of the more common deployment methods. It can be modified to have five or six staggered ranks rather than just four. Having all members of the class move on the single command of execution saves much time. The type of exercises which are done and the size of the class determine to a great extent the pattern of staggered ranks.

II. *Quarter wheel and extend.*

Have class count off by fours as indicated above.

A. Quarter wheel.

Preliminary command—"Quarter wheel right."
Command of execution—"March."
Movement—
Number 1. Marks time with left foot, pivots a quarter turn to the right on the right heel, and halts on the last two counts.
Number 2. Maintaining a close interval and starting with the left foot takes three short steps in an arc to the right and closes on the fourth count.
Number 3. Maintaining a close interval and starting with the left foot takes three medium steps in an arc to the right and closes on the fourth count.
Number 4. Maintaining a close interval and starting with the left foot takes three long steps in an arc to the right and closes on the fourth count.

B. Extension.

Preliminary command—"Extend to the left in counts of four."
Command of execution—"March."
Movement—
Column to the left (No. 4's) side-steps to the left with the left foot (1), closes with the right foot (2), side-steps to the left with the left foot (3), and closes with the right foot (4).

On the next four counts the No. 4's continue to extend and the No. 3's begin using the same pattern.

On the next four counts the No. 4's and the No. 3's continue to extend and the No. 2's begin, using the same pattern.

At the end of twelve counts the group will be adequately extended. The last two counts will be used to halt the group. All columns not extending mark time.

A teaching hint for the quarter wheel is to have the students hold hands or lock elbows until they grasp the idea of moving like a spoke in a wheel. Practicing four consecutive quarter wheels will bring the entire class back to their original positions and will serve as a test to ascertain that the proper interval has been maintained.

C. Variation of extension.

The extension after the quarter wheel may be done with a complete turn each four counts.

Preliminary command—"Extend to the left in counts of four with complete turn."

Command of execution—"March."

Movement—

The same sequences of columnar movement is followed as in the regular extension above. The turn is done in three counts and the right foot closes on the fourth. The turn is made on the balls of the feet in a smooth, pivoting manner. Take a short step to the left with the left foot pointing the toe to the left and turn the body one quarter turn to the left (1). Pivot on the ball of the left foot and turn the body another quarter turn to the left. The right foot takes a short step in the linear direction of the movement and has the toe pointing in the opposite direction from the starting position (2). Pivot on the ball of the right foot and do a one-half turn to the left. The left foot takes a short step to the left at the end of the pivot (3). Close with the right foot (4). In this manner the same relative distance sideward is covered with the turn as in doing the side-step extension.

III. *Running formation.*

Have class count off as indicated above.

A. Right face.

Preliminary command—"Right."
Command of execution—"Face."

Movement—

Quarter turn right is done in two counts. Pivot one quarter turn to the right by pivoting on the ball of the left foot and the heel of the right foot on the count of one. Close with the left foot on the count of two.

B. Running.

Preliminary command—"Double time around the outside lines of the basketball court (or other designated area)."

Command of execution—"March."

Movement—

The instructor sets and maintains a medium running cadence by counting and clapping his hands. Short steps are taken and knees are brought high with more upward and downward rather than forward movement occurring. The file is closed with the relative distance between persons maintained. As the file turns the corner to go across the end of the basketball court the next preliminary command is given.

C. To open formation.

Preliminary command—"Down the center by fours."

Command of execution—"Open."

Movement—

By fours at the middle of the end of the court the students do a running quarter turn to the left and fan out at double-arm interval as they move down the floor to a predetermined line. Columns are formed as the fours line up behind the first four students with a distance of 8-10 feet between each group of fours. At the command of "And halt," all stop running.

If the class is large and has been counted off properly from four to eight columns may be formed as the class opens down the center. This particular formation is valuable especially when "buddy" exercises are included in the calisthenics presented. Another advantage is in the running which is required. This is a carry-over from the formal gymnastics which were popular a few years ago but still serves as valuable warm-up.

Any of the formations or methods of deployment described above may be taught in a short period of time. Precise instructions coupled with a careful demonstration will enhance learning. When a new formation is presented it should be practiced at least twice to fix the procedure in the minds of the students.

It is possible for the instructor to go far beyond the few methods of deployment presented here. Marching tactics offer an almost unlimited amount of variation in ways of directing a class into an appropriate formation for calisthenics.

Christmas Greetings

The Editor, the Business Manager and the members of the Editorial Board extend Holiday greetings to all of our readers, along with best wishes for a very Merry Christmas, and a Happy, Healthful, and Professionally Prosperous New Year! May everything good come to you and yours!

Edited by C. O. Jackson

Physical Education In Holland; Observations and Impressions

Julia R. Grout*

DURING MY SABBATICAL leave last spring, I had the privilege of spending the month of April in Holland, observing programs of physical education and talking with various people in the field.

I visited some 14 elementary and secondary schools in 3 cities, one academy of physical education, one school for coaches, one university set-up, and two homes for school children with special health needs. The guide for five days in Amsterdam was the state supervisor for physical education in the Amsterdam schools. A similar official was the guide in the Hague, and in Utrecht, it was the supervisor for the elementary schools.

I was interested in several aspects of the work: the theoretical background, school programs, outdoor sports, teacher training, the voluntary club movement, facilities; and wanted to learn of their programs resulted in more vigorous activity than we usually find in our own schools.

Circumstances did not permit an exhaustive study in any area, but there were as many observations as possible wherever there was the opportunity to visit.

The Basis

Physical education in Holland has been influenced first by Swedish work and more recently by Austrian. The Austrian system is quite specifically outlined, — each day's lesson consisting of three parts — introduction, main activity, and relaxing or "quieting" exercises. Their purposes as stated are (1) corrective, (2) body building, (3) skill in performance.

Most of the work in the Dutch schools is indoors, and gymnastics and apparatus work consumed most of the class period. There is a definite swing away from the foreign systems and a trend toward experimenting with movements of their own. Exercises are rhythmic and free flowing; they must be interesting and purposeful and should improve coordination, strength and courage.

Free Play — Elementary School
The Hague

The Program

Most of the exercises are done to music, the teacher starting the exercise, then frequently going to the piano and playing as he taught. Learning to use the piano for exercises is a part of the training in the academies.

Dancing is not taught in Dutch schools because of strict religious codes but there was a great deal of free swinging movement, and even dance steps and turns. There were several girls' classes of rhythmic gymnastics, with or without hand apparatus such as wands, hoops, or balls. These movements, especially with hoops or wands, seemed to lack meaning for the students, and appeared to be of little interest to them.

All fifth grade children in Amsterdam, approximately 21,000, take swimming once a week for 15-20 weeks in one of the five municipal pools. There are five or six full time swimming teachers, both men and women, in each pool. First and second swimmers tests are given to the children, and those who pass receive signed certificates from the state supervisor. All the schools in the city are included— parochial and private as well as public, and the

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cost to the city is about $195,000 a year. Only the large cities have required swimming in the schools but they feel that it is very important for children to learn to swim very early because of the many canals, rivers, and shore areas throughout the country.

Korf ball, slag ball, and handball (not the American game), are three of the popular team games in secondary or teacher training schools. Frequently teams are made up of both boys and girls. They are fast running games and the girls seemed to be equally as active as the boys.

One Phase

One Saturday afternoon there was a game of korf ball between the upper class students of Utrecht and a school team from Antwerp. This is a game on a large field divided in thirds, twelve players on a team, 2 boys and 2 girls in each third. There is a basket on a high pole at each end of the field—no backboard. The ball is the size of a soccer ball. The object of the game is to pass the ball down the field and make a basket. Techniques are very similar to

Teacher Education Sports
The Hague

basketball, but the field is so large it becomes a fast running game. Girls guard girls and boys guard boys, and when guarded, they cannot shoot but must pass the ball. They cannot take steps with the ball and cannot bounce, so there is very fast passing and running.

Vigorous Activities

The emphasies in the program for girls and women was unusual. Practically all classes did many exercises on flying rings. Ring work seemed to be excellent for stretching and strengthening arms and abdominals, and it may be that we have made a mistake in discontinuing such apparatus work in our own programs.

One evening there was a full hour work-out by a club of about twenty young housewives taught by a man teacher in a school gymnasium. The work included vigorous games, mat stunts, relays, rhythmic exercises, work on parallel bars which, by the way, these young women mastered with ease with their well-toned arm and shoulder muscles.

It is doubtful if we would see such a strenuous program being taught anywhere in America, unless in some turnverein program. I cannot think of any young housewives who would participate in a voluntary program with such vigor and enjoyment as these young women exhibited. The instructor said he had read that there was concern in America that our youth were getting soft, and he said with feeling, "We don't want that here."

Facilities

Most schools had no provision for showers but they had a long trough with several faucets for washing feet and hands after exercise. It was explained to me that the religion of most of the Dutch people emphasizes the soul and denies the body. They do not wish to be unclad before others and if there are showers, there are always separate shower stalls. In only one school visited were showers required. The woman teacher there had had experience in foreign countries, including America.

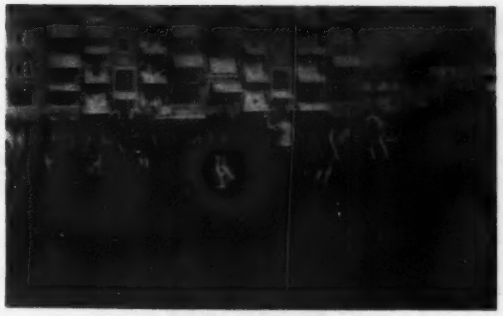
All gymnasia served the double purpose of class work in the daytime and club work at night. Community use of school facilities is the usual thing in that crowded little country. Wherever there was a new school building, the gymnasium was part of it, and the room was well equipped with apparatus, balls, and usually a piano. Gymnasium floors were usually covered with brown linoleum which seemed a satisfactory flooring for all class activities. A new pool was of very modern construction, with attention to acoustics, moisture, recessed lights, spectators' area behind glass, modern tiling, and purification plant. Another had a retractable roof, and even though the air was cold that April day, the boys were enjoying their swimming class in the sunshine.

Teacher Education

There are five academies for physical education in Holland. Some of them grant baccalaureate degrees but students have to go to other countries to do graduate work in this field. Especially interesting was the breadth of training, particularly in the social studies; but when one realizes that graduates of these academies have had the equivalent of two college years in the secondary school and then four years in the academy, one can see that they have an excellent general as well as professional education. Women graduates are permitted to teach only girls and women, but men may teach both boys and girls.

Many of the graduates, both men and women, go into elementary schools where they are doing a fine piece of ground work with the younger ages. Elementary school physical education receives just as much attention as does secondary and rightly so. Moreover, all elementary classroom teachers have a two-year re-

Skill Practice — near Haarten



Korf Ball Game — Utrecht vs. Antwerp

quirement of theory and practice of physical education in their teacher training course. As in the United States, there is a shortage of physical education teachers. In the schools of Amsterdam, The Hague and Rotterdam alone, 800 more physical education teachers are needed.

Special Education

An interesting movement in Holland, closely connected with the schools, is the provision for temporary homes for children who are below par. Postoperative cases, cases of malnutrition, nervous cases, are examples of the kinds of illnesses requiring treatment in these homes. The children stay from 6 weeks to 4½ months, getting plenty of fresh air, nourishing food, and extra rest, under the supervision of capable nurses and assistants. At the end of a given time, most of them are able to go back to their regular classes in school. There are over a thousand children in these 12 homes around the country. Although the organization promoting this movement is a private one, it receives state support. The director is very proud of this service to the children of Holland and feels that it is a unique service not found in other countries.

Clubs

The Club movement is very strong throughout Holland. There are 300,000 men, women, and children in gymnastic clubs, and every city has many sports clubs of all sorts, also. There are special schools for training sports leaders, one of which I visited. The theory background of these students is more limited and their preparation includes 3 years of secondary school and 2 of professional training as against the academy graduates' 5 years of secondary school and 4 of professional training. Sports leaders are used as club leaders, in industrial plants, and as coaches for teams, but they do not teach in the schools.

Sports

The program of sports in Leiden University is interesting. There is a staff of 8 teachers, the head teacher being a graduate of Amsterdam Academy. Some of the men, however, are trained in the sport leader school as specialists in one sport only. Enrollment is entirely voluntary and is open to both men and women students. In the past 10 years, interest in these voluntary courses has grown from an enrollment of 132 to a total of 1350 in 1958. This plan was introduced by the government after the second world war to attempt to improve the fitness of university students. All 5 universities in Holland now have similar programs. There are classes in table tennis, boxing, field sports, judo, gymnastics, fencing, badminton, basketball, volleyball, swimming—some 10 or 12 sports in all.

Concluding Statement

Physical education in Holland seems to be growing in importance; there is a freshness and enthusiasm in their work. They are experimenting and creating; their training for classroom teachers is good; training schools for physical educators have high standards, as does the school for coaches. Attention is given to the elementary child and to the below-par child; outdoor games are vigorous; voluntary clubs are an important part of their life and so is the ever present bicycle.

Although one layman expressed the belief that the difference in the amount of vigorous activity between America and Holland was chiefly a difference in the economic status, my observations would indicate that there is a vigor in attitude and activity that is far too often lacking in this country. Bicycling alone, would develop strength and endurance. The bicycle is used by all age groups for going to school, or work, women's shopping trips, excursions into the country. Families ride along together, sometimes with a child front and back. Boys and girls cycle through the city streets, a hand on each others' arms to better keep abreast.

Bicycling, the gymnastic background including the vigorous work on apparatus, the emphasis on swimming, all indicate to this observer that Dutch children are active and healthy, and enthusiastic teaching in the schools is intended to keep them so.

Edited by Harry Grabner

The dances which follow were contributed by Robert Taylor, principal of Hillcrest School, Fort Wayne, Indiana. Mr. Taylor has been a part-time employee of the City Recreation Department for the past twelve years, and for the last eleven summers, has been the square dance caller at the two public dances held each week at two of the city parks. He has attended numerous workshops and institutes and has held offices in square dance organizations.

A "T-V Special" is contributed by Ernest J. Gershon of Wisconsin State College, LaCrosse, Wisc.

Four Easy Dances for Recreation Leaders

FIREFLY

Record—"Glow Worm Gavotte", Shaw 1-106, Imperial 1044 or any good march
Position—Open facing LOD
Footwork—Opposite, directions to man
Measures

1 Walk, 2, 3, Face;
Walk fwd in LOD 3 steps then turn to partner on 4th step

2 Back Away, 2, 3, 4;
Back away from partner in 4 steps

3 Walk 1, 2, 3, 4;
Turn diag L and walk twd new partner (LOD) in 4 steps

4 Turn, 2, 3, 4;
Hooking elbows, walk fwd turning once around in 4 steps, ending in OPEN POSITION facing LOD.

JESSIE POLKA

Record—"Calico Polka", Crystal 108 or any other good polka record.
Position—Two or more people in a line, arms around each other's waist, facing LOD.
Footwork—Same starting L.
Measures

1-2 L HEEL FWD, IN PLACE; R TOE BWD; TOUCH IN PLACE
Touch L heel fwd, lean back, step with L beside R; Point R toe bwd, lean fwd, touch R beside L.

3-4 R HEEL FWD, IN PLACE; TOUCH L TO SIDE, TOUCH FRONT;
Touch R heel fwd, step R beside L; touch L to side (twd COH). Touth L in front of R.

5-8 TWO STEP FWD; 2; 3; 4;
Starting L do 4 two-steps in LOD

MANITOU

Record—"Manitou", Old Timer 8007
Position—Loose Closed, M back to COH
Footwork—Opposite directions to M
Measures

1-2 HEEL, TOE, HEEL TOE; SLIDE, SLIDE, SLIDE;
Place L heel to side in LOD, bring L toe up and place in front of R, repeat; Four sliding steps to L in LOD

3-4 Repeat meas 1-2 starting R in RLOD ending in CLOSED POSITION.

5-8 TURN TWO-STEP, 2; 3; 4; 5; 6; 7; 8;
8 turning two-steps progressing LOD

PATTY CAKE POLKA MIXER

Record—Shaw 149, Columbia 20245 or any good polka
Position—Facing, both hands joined. M's back to COH
Footwork—Opposite, directions for M
Measures

1-4 HEEL, TOE; HEEL, TOE; SLIDE, SLIDE; SLIDE/TOUCH;
Strike left heel diag fwd and swd, touch L toe beside R; L/Close R, L/close R, L/Touch R.

5-8 HEEL, TOE; HEEL, TOE; Slide, Slide; Slide/Close;
Repeat 1-4 starting R ft and moving RLOD ending with wt on both feet, facing partner with hands released and held at chest height.

9-12 CLAP RIGHT/RIGHT/RIGHT; LEFT/LEFT/LEFT; BOTH/BOTH/BOTH; KNEES, KNEES, KNEES;
Clap R hands with partners R 3 times: then clap L hands; then both hands; and

with both hands partners clap both knees 3 times. This is "patty cake" pattern.

13-16 RIGHT HAND SWING, 2,3,4; MOVE ON TO THE NEXT, STAMP, STAMP, STAMP;*

Using forearm hold with R hands, move around partner in 4 steps; release holds and M moves ahead in LOD to new partner while W moves RLOD to face new partner in starting position.

*Some versions do not use the stamp, stamp, stamp.

A TV SPECIAL

MUSIC: "Gobeluse" by John Scott Trotter . . . Capitol Record 13720
Played by Red Nichols and His Penny Symphony

INTRODUCTION .....12 counts

1 a. Three cross-steps and a click-step to the right landing on the left foot. Leap to right foot and four balance-hops in a circle right.....8 counts
b. Repeat (a) .....8 counts
c. Jump in place three times with legs together, then once with legs apart and arms obliquely side-upward .....4 counts
d. Jump in place three times with legs together, then once grasping shins and squeezing knees to chest .....4 counts
e. Jump to straddle-stand, jump with ½ turn to straddle-stand, jump with ½ turn to closed stand. Bend knees deeply and straighten legs four times. Cross arms in front of body on each bend and raise arms sideward on each straightening. On four straightening jump high into the air to a straddle position with hips bent and touch the toes with the hands .....8 counts

2 a. As 1a but to left .....8 counts
b. As 1b but to left .....8 counts

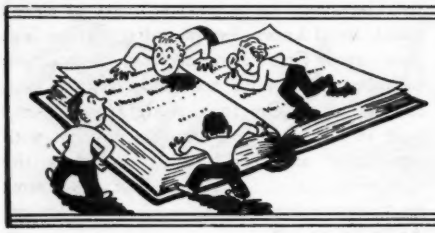
3 Starting with the left foot, three steps, flying-turn left landing on the right foot. Take a step with the left foot; starting with the right foot, three steps, flying-turn right landing on the left foot. Take a step with the right foot. (Tour Jeté) .....8 counts

4 Repeat all (1) .....32 counts

5 Repeat all (2) .....16 counts

6 Bend knees to squat-support-stand (count 1), extend hips and legs to support-lying-position-frontways and return three times (counts 2-7); on count 7, jump high into the air to a stride position with right forward and left leg backward .....8 counts
Bend knees to squat-stand, jump in place while in squat position and on count 7 jump high into the air with arched back and bent knees and touch heels with hands .....8 counts

7 Add your own ending .....12 counts



BOOK Reviews

Edited by K. W. Bookwalter

ALEXANDER, CARTER, and BURKE, ARVID J., *How to Locate Educational Information and Data,* Fourth Edition, New York, Bureau of Publications, Teachers College, Columbia University, 1958, 419 pp., $5.95

The fourth edition of the book brings up to date many sources for locating educational information and data. The more recently available sources have been included. Improved ways of dealing successfully with recent materials have been presented.

Each chapter is concluded with suggested "library experiences" which offer challenging opportunities for exploring the full range of library reasources and for mastering library techniques.

KARL W. BOOKWALTER

ANTONACCI, ROBERT J., and BARR, JENE, *Football For Young Champions,* New York, Whittlesy House (a division of McGraw-Hill Book Co.), 1958, 159 pp., $2.95

As a beginning guide to the game of football and the individual skills involved in playing it, this book serves its purpose well. Covering such areas as the history of the game, the rules, equipment, keeping records, and such individual skills as running, passing kicking, and position play, the authors do an excellent job of explaining them on the level of the elementary school child. Each skill is fully analyzed and the fundamental movements of its performance are listed in outline form supplemented with clear line drawings.

Since the emphasis at the elementary level is on touch football, little mention is made of blocking and tackling.

This book should be helpful to the elementary teacher working on football skills and may serve as a reference for students.

THOMAS W. EVAUL

ARMBRUSTER, DAVID A., and IRWIN, LESLIE W., *Basic Skills In Sports For Men and Women,* St. Louis, C. V. Mosby Co., 1958, 333pp., $3.95

This book, containing material on 21 individual and six team activities ranging from touch football to canoeing, is designed primarily to aid the beginner who has little or no knowledge of the sport or sports. Each unit covers such areas as the history, values, equipment, strategy, and rules of the activity as well as giving a condensed but clear description of the basic skills needed to participate. Supplementing these skill descriptions are clear line drawings illustrating how they are performed. Concluding each unit is a teaching and learning procedures outline which may serve as a guide for teaching a unit or course on the activity.

In addition to the text, the authors have developed a Test Manual containing objective questions and answers on each activity to aid the instructor in constructing knowledge tests.

This publication would be an excellent text for a college freshman survey course on basic sport skills.

THOMAS EVAUL

CLARKE, H. HARRISON, *Application of Measurement to Health and Physical Education,* Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1959, 528 pp., $6.95

This third edition of a popular measurement text continues to emphasize the practical aspects of measument programs in health and phyiscal education programs. The approach to measurement in this revision extends the important considerations of interpretation and evaluation of test results.

Part One of the book deals with the philosophy and background of measurement programs. Consideration is given to orientation and selection of available tests. Part II is devoted to the fitness objective, Part III to the objective of social efficiency, and Part IV to the tests that measure skills and appreciations. The organization is sound in that separate parts are related to specific objectives of the physical education program. Keeping abreast with the most recent research in the area of measurement in physical education, many new tests have been included in this revised edition.

Administrative problems relating to measurement programs, and scoring tables essential for using many

of the tests make this book a valuable and useful reference for the teacher of physical education. This revision is also highly recommended for consideration as a basic text in physical education measurement and evaluation courses in teacher training institutions.

GEORGE COUSINS

COLLEGE PHYSICAL EDUCATION ASSOCIATION, *Fit for College,* American Association for Health, Physical Education, and Recreation, Washington, D.C., 1959, 24 pp. 50c

This concise report on fitness for college is the work of a committee of eight leaders in the C.P.E.A. who have gleaned and ordered the pertinent facts of fitness of college youth in concise form.

Fitness is defined. Ways of determining when one is fit are outlined. A section is devoted to how to become and stay fit. The contributions of college physical education to fitness are shown. Finally the booklet closes with some suggestions as to means of keeping fit after college and with a challenge to the college student to be and keep fit while there is still time.

A great deal of information is contained in this authoritative, brief, readable pamphlet.

KARL W. BOOKWALTER

GOOD, CARTER, V., *Introduction to Educational Research,* Appleton-Century-Grofts, Inc., New York, 1959, 424 pp., $5.00.

This introductory text on research methods is intended for producers and consumers of research. Specialized techniques such as measurement and statistics are omitted and the concepts, principles, and procedures of historical, descriptive-survey, developmental and growth study, clinical and case study, and experimental methods are outlined.

An introductory chapter on the "Hall Harks of Scientific Method" gives insight into the nature of research. The chapter on "Problem and Hypothesis" is quite illuminating as is the one on "Keys to Literature." The last chapter deals with "The Technical Report and Communication."

Each chapter is profusely footnoted and an up-to-date functional bibliography which is included should be most helpful for the student who wishes to go beyond the introductory view on some particular phase of research.

KARL W. BOOKWALTER.

KARPOVICH, PETER V., *Physiology of Muscular Exercise,* Fifth Edition, W. B. Saunders Company, Philadelphia, 1959, pp. 368. $5.50

This edition of a highly successful text by the late Edward C. Schneider, has been brought up to date by the present author. Both authors while eminent physiologists, have a wide experience in and appreciation for physical education. This fact has brought to this text a practicality that is desirable.

The 21 chapters contain a list of questions which help in developing an understanding of the material presented.

Topics include introduction, skeletal muscle, muscle training, nerve control of muscular activity, fuel for muscular work, the role of oxygen in physical exertion, work-energy and mechanical efficiency, energy cost of various activities, respiration, blood composition and transportation of gases, blood circulation and the heart, pulse rate, tests of physical fitness, relationship of body type to physical fitness, physical activity for convalescents, ergogenic aids in work and sports.

KARL W. BOOKWALTER.

NEUMEYER, MARTIN H. and NEUMEYER, ESTHER S., *Leisure and Recreation,* Third Edition, New York, Ronald Press Co., 1959, pp. 473, $5.50.

The third edition of this book is a changed and enlarged revision of the second edition. The chapters on recreation movements in other lands and world trends in recreation, in the second edition, have been combined in this edition. The former chapter on recreation and maladjustment has been rewritten with a substitute of the term social disorganization for maladjustment and with the addition of discussions of behavior problems and recreation for the handicapped. The chapter on community recreation now includes a section on organized camping and recreation. The chapter on recreation leadership has been enlarged and now includes sections on the functions of recreation leaders, the present status of recreation leaders, diversification of leadership, and the place of the volunteer. The chapter on research has been enlarged to include many methods used in recreation research and procedures for setting up a project.

CAROLYN BOOKWALTER.

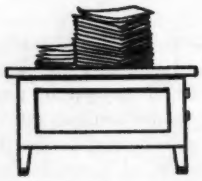
TEAD, ORDWAY, *The Climate of Learning,* New York, Harper and Brothers, 1958, pp. 62. $2.50.

This booklet is the first of an annual series of lectures established by the John Dewey Society for the Study of Education and Culture.

This critique of higher education is a timely one and in actuality enumerates and briefly characterizes the qualities inherent in an effective college education. The need for learning to learn is stressed.

Disturbing factors, the importance of guidance and evaluation, and of certain administrative practices and policies are succinctly presented. While the recommendations are supremely simple and obvious there is an apparent need for their iteration here.
tion, and recreation in a unified program; and research in physical education. The bibliographical references have been reduced in number, but the reader is aided by the annotation of references.

CAROLYN BOOKWALTER.



Recent ARTICLES

Edited by K. W. Bookwalter

FARNSWORTH, DANA L., "Social and Emotional Development of students in College and University," *Mental Hygiene* 43, 3358-367, July, 1959.

Many emotional disturbances have been found to have originated in the early life of the students involved. The disturbances are usually the results of defects of knowledge or character, or both, in the persons with whom the child has his closest personal contact. These defects may include parental conflict, emotional rigidity, intolerance and prejudice, lack of emotional warmth in parents and teachers, absent or inconsistent discipline, improper or inadequate education about body functions, and many others. The college student, whose parents have loved him sincerely and frankly, who have taught him wholesome attitudes about body functions, who have retained their ability to see how things look to him, and who have maintained a consistent discipline to which they themselves also adhered, rarely gets into serious or long or continued trouble.

CAROLYN BOOKWALTER

HEUSNER, WILLIAM, "Respiratory Physiology in Competitive Swimming," *Scholastic Coach* 29, 1:42-49, 85-86, September, 1959.

Metabolic differences exist between the trained and untrained men as to oxygen requirements for intake, debt balance, and reserve. Ten respiratory principles can be applied to conditioning programs for competitive swimmers. Through the application of these principles, respiratory metabolism can be increased.

CAROLYN BOOKWALTER

LASALLE, DOROTHY, "Incentives to Healthful Living," *Journal of School Health,* 29, 7:254-259, September, 1959.

Health is not an end in itself but only a means to an end. Knowledge alone will not influence health behavior. To successfully motivate health behavior in children, health knowledges and practices have to be related to vital interests and aspirations of children. The child must find out what the results are of both caring for and neglecting desirable health habits. He must decide what the effect will be on his ambitions.

CAROLYN BOOKWALTER

MAUL, RAY C., "Future Demands for Teachers in Health and Physical Education," *Journal of Health-Physical Education-Recreation* 30. 6:40, September 1959.

For the past decade, men preparing for teaching health and physical education have been about 10 per cent more numerous than both men and women preparing to teach the sciences. In light of the emphasis being placed upon science and mathematics, it seems that men who have a strong background in chemistry, physics, or mathematics along with health and physical education, will have more opportunities for employment than candidates without such versitility.

CAROLYN BOOKWALTER

OLDS, ELIZABETH FAGG, "New York's Billion Dollar Backyard," *Recreation* 52, 7:262-264. September, 1959.

Central Park lies in the heart of New York City—840 acres. Seventy-five schools use the park's hockey fields, ball courts, drill grounds, and thirty tennis courts. Little League groups use the 25 ball diamonds. Other activities include skating, sledding, square dancing, band concerts, magic shows, classical music concerts, and many others.

The park draws three million visitors annually and a total of twelve million users annually. Twenty-four hour police duty is maintained.

CAROLYN BOOKWALTER

SLIEPSEVICH, ELENA M., "The Teacher and Communicable Disease," *NEA Journal* 48, 7:29, October, 1959.

Teachers should practice sensible health procedures by striving for a high level of hygienic living, taking advantage of effective immunization methods, being aware of signs and symptoms association with communicable disease, avoiding exposure to infectious disease agents, and seeking competent medical guidance at routine intervals and more frequently when necessary. Teachers should be sure that preventive measures are taken for tuberculosis, polio, and smallpox at intervals to insure protection.

CAROLYN BOOKWALTER

STUNKARD, ALBERT, M.D., "Obesity and Denial of Hunger," *Psychosomatic Medicine* 21, 4:281-289, July-August, 1959.

A study of 17 obese and 18 non-obese women was made relative to sensations of hunger. During stomach contractions the non-obese women reported hunger sensations during the contractions of the empty stomach but the obese women failed to report hunger sensations. The suggestion is made that denial of hunger occurs in persons with a conflict over eating who are simultaneously subjected to strong social pressures. Obese people usually cannot trust their senses as to how much to eat. Every meal requires careful decisions regarding previous caloric intake, previous caloric output, and current caloric alternatives.

CAROLYN BOOKWALTER

TAYLOR, W. A., "Modern Program for Modern Youth," *Recreation*, 52, 8:330-331, October, 1959.

Wildwood, New Jersey, offers a new program operating in the three communities in that area. In the beginning, the recreation directors accepted the following breakdown of teen-age interests as a working base: (1) 25 per cent interested in sports, social recreation, and the usual recreation program; (2) 25 per cent interested in hobbies, science, construction, electronics, visits to industries and museums, science clubs, and other activities; (3) 50 per cent undecided. As the program developed, many magazines, technical journals, reports, and informative advertising were made available for the program. The facilities for the literature and for the various science projects have had to be expanded. Technical interests have been met through various clubs such as Science and Aviation Club as well as through the development of a technical recreation program.

CAROLYN BOOKWALTER

Two-Man Volleyball

Arne Olson

DOUBLES OR TWO-MAN VOLLEYBALL is sometimes played when there are not enough players to make up a six-man team. It can be used, even under crowded conditions, as a game which will be a good drill for promoting volleyball skills. It is also used as a warm-up prior to a six-man game in the volleyball service course at the University of Oregon.

The two-man game is played with regular rules except for reducing the court width to one-third and allowing both players to spike. This division can be made plain to the players by hanging two jump ropes over the net at the proper places. Starting the two-man game will be difficult because of the lack of skill of some players. It is important that the students learn control of the ball and consideration of the rights of others as they are retrieving their ball.

The players' basic formation is tandem (one behind the other) with the same depths played as in a regular game. The typical play situation that one should try to establish is: Player A1 serves to back man B1 who high passes to B2, B2 sets for B1 who comes up to make the spike. B2 must move quickly to the back court after setting B1 to cover for a hard block or a long shot from team A. The game is played with regular rules for scoring and individual variations in strategy depending on the team being played.

Value

This game has made volleyball an "active" game in our program, even for beginners. With four skilled players this game is a good conditioner. It will give the players who are not highly skilled a chance to practice and to improve their skills. They do not have the big agile player standing next to them to erase their mistake or to monopolize the play. They must do the job themselves and they hit the ball often in contrast to a regular game in which the other players are afraid to trust a pass to poor teammates. Also, the skilled players can play together and not be handicapped by the lack of ability of their teammates.

To practice skills in the most efficient manner, use two or three man drills depending on the number necessary to complete the play that is being practiced. Try to make the drill as gamelike as possible. When game type experience as well as skill improvement is desired, play three man volley ball. As soon as the students are ready, advance to the more highly skilled double or two-man game. When classes have become skilled in the final weeks of the course, play six-man tournament games and use the two-man game as a warm-up session.

Teaching play of this type may develop interest in more "backyard" volleyball. Why don't you try it?

Noteworthy People in the Profession

Edited by K. W. Bookwalter

DUDLEY ASHTON, PROFESSOR and Chairman of the Department of Physical Education for Women at the University of Nebraska, was born in Louisville, Kentucky on December 11, 1905. She received the B.S. Degree in 1929, the M.A. degree in 1935 from Teachers College, Columbia University, and the Ph.D. degree from the University of Iowa in 1951.

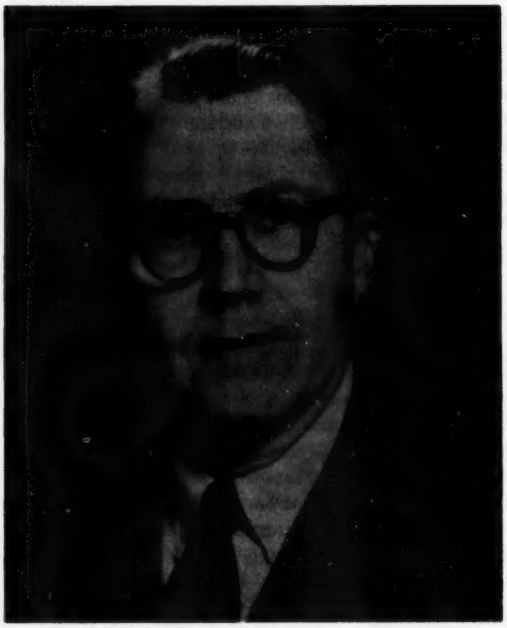
Her teaching experience has been varied. From 1935 to 1945, she taught at Ahrens Trade School in Louisville and later served as director the Louisville Normal School. Summer teaching included Indiana State Teachers College, University of Colorado, University of Wyoming, and Louisiana State University. For the next seven years, she served on the staff at the University of Iowa. In 1952, she assumed her present position.

She has served as president of the Kentucky AHPER, as vice-president of the Southern District, AAHPER, and as chairman of the National Dance Section, AAHPER. She has served as chairman of many state, district and national committees. Currently, she is serving as Treasurer of National Association for Physical Education of College Women.

She has written many articles including four research articles. She is co-author of *Characteristic Rhythms for Children.*

Dr. Ashton has received honor awards from the state associations of Kentucky and Nebraska. She is a fellow of the Central District AAHPER. She received the AAHPER Honor Award in 1956. She is listed in *Who Knows and What,* in *Who's Who in American Education,* and in *Who's Who of American Women.* She is a member of Pi Lambda Theta and of Kappa Delta Pi.

DUDLEY ASHTON



HAROLD T. FRIERMOOD

HAROLD T. FRIERMOOD was born September 14, 1902, in La Junta, Colorado. He graduated from the Marion, Indiana, High School in 1921 and attended Culver Military Academy. He received the B.S. degree from George Williams College in 1925, the Ph.B. degree from the University of Chicago in 1929, the M.S. degree from the University of Wisconsin in 1939, and the Ed.D. degree from New York University in 1954.

Dr. Friermood has taught physical education in the Chicago Boys Club while a student at George Williams College. He was a YMCA physical director in Chicago, Illinois, and in Dayton, Ohio. He is presently Senior Secretary for Health and Physical Education of the National Council of the YMCAs of the USA.

He served as editor of the *Journal of Physical Education* from 1936 to 1942 and he has written numerous articles in professional magazine. He has worked with many organizations including the U. S. Volleyball Association, National Advisory Committee on Local Health Departments, Board of Directors of the Athletic Institute, member of the Conference for National Cooperation in Aquatics, and the United States Olympic Committee.

He is a Fellow of Physical Education in the YMCA, a member of the American Academy of Physical Education, and received the Roberts-Gulick Award from the YMCA in 1944.

He serves on President Eisenhower's Citizens' Advisory Committee on the Fitness of American Youth.

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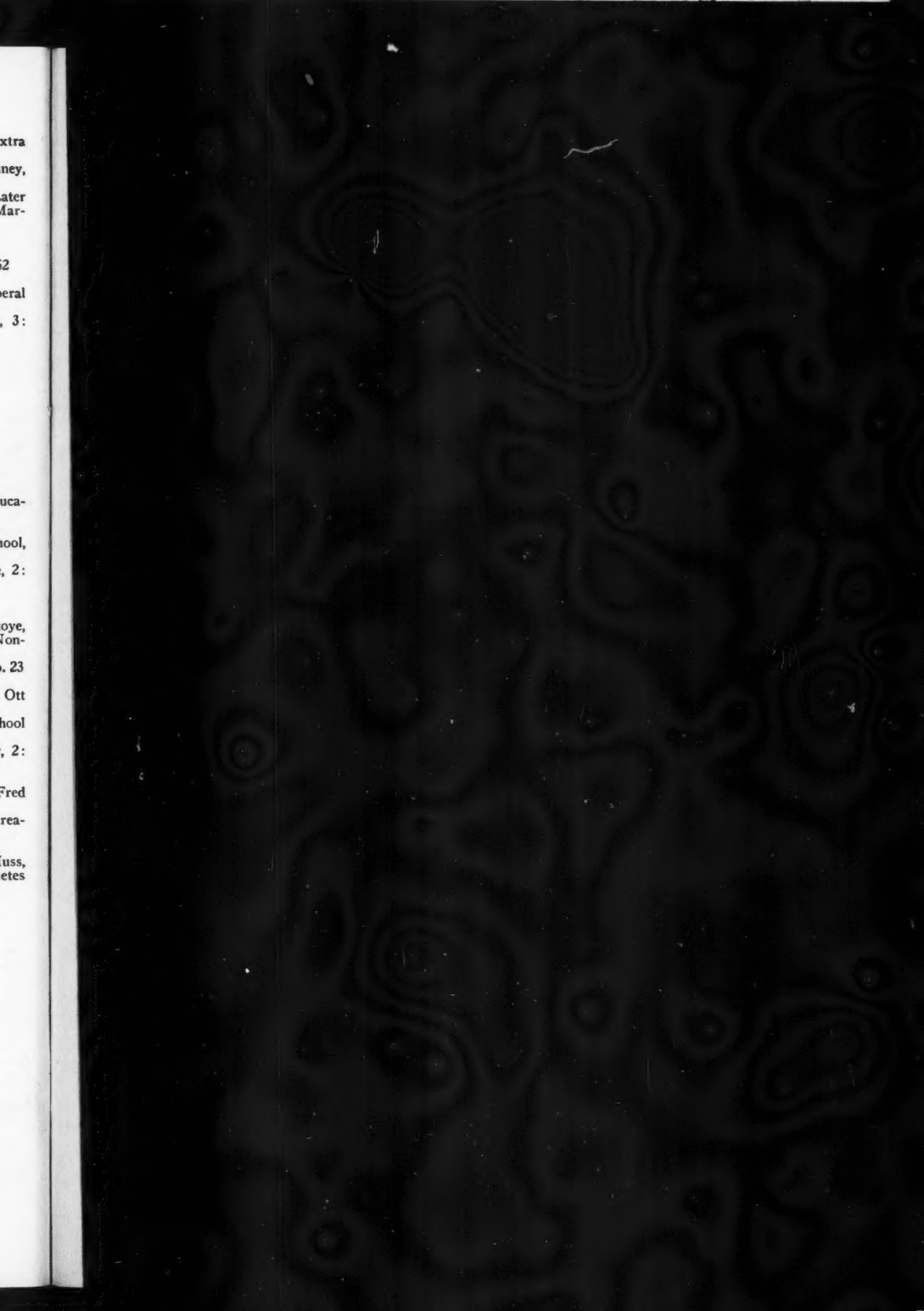

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